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A guide to curriculum planning in health



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A Guide to Curriculum Planning in Health Education

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Foreword

This *Guide to Curriculum Planning in Health Education* has been developed as a resource for local school districts to develop or enhance an existing health education curriculum. This guide will not take the place of local curriculum development, but rather will supplement that development. It is designed as a tool for program improvement, to stimulate ideas and to offer suggestions and encouragement.

This guide reflects current thinking in health education and provides not only scope and sequence information, but planning ideas, current issues and resources. It has become clear that individuals must have a more responsible behavior concerning their own health and that health education in the early years can be the vehicle to positive values and attitudes.

Ed Argenbright
State Superintendent

We have a need in Montana—a need for education about our health and health care. Chronic diseases and accidents are the main threats to our health. Diseases that develop slowly over a lifespan can be profoundly affected by our daily choices. Our decisions on exercise, nutrition, use of alcohol, cigarettes, seatbelts, and many other health-related choices are major determinants of how healthy we will be in the future. There is presently enormous public interest in making informed decisions in regard to our health.

Making those decisions requires knowledge. This knowledge is an essential part of the general education every citizen should have. I, therefore, support comprehensive, K-12 health education in Montana schools.

We hope this guide offers the assistance to schools in the state that can help children develop the knowledge, skills, attitudes, and behavior that will improve and preserve their health throughout their lives.

John J. Drynan, Director
Montana Department of Health
and Environmental Sciences

Acknowledgements

Grateful appreciation is expressed to the State of Wisconsin for permission to use and revise *A Guide to Curriculum Planning in Health Education* from which this guide was developed. Appreciation is extended to the Wisconsin Department of Public Instruction, State Superintendent's Task Force on Health Education and Chet Bradley, Health Education Supervisor, Wisconsin Department of Public Instruction.

The following publications provided many ideas and information for this guide:

A Guide to Curriculum Development for Health and Safety,
State of Connecticut Board of Education, 1981.

Essential Performance Objectives for Health Education,
Michigan State Board of Education.

Guidelines for Improving School Health Education K-12,
Ohio Department of Education, Columbus, 1980.

Health Education Curricular Progression Chart,
National Center for Health Education
School Health Education Project

Health Education Framework,
Department of Public Instruction, Olympia, Washington, 1980.

Competency Goals and Performance Indicators K-12: Healthful Living,
North Carolina Department of Public Instruction

Journal of School Health,
October 1985, Official Journal of the American School Health Association

Curriculum Report,
Vol. 15, No. 3, January 1986, National Association of Secondary School Principals.

Family Life Educator,
Vol. 4, No. 2, Winter 1985, National Family Life Education Network.

Creating Family Life Education Programs in the Public Schools: A Guide for State Education Policymakers,
National Association of State Boards of Education, Susan Wilson, 1985.

Promoting Health Education in Schools—Problems and Solutions,
Patricia Pine, Critical Issues Report, American Association of School Administrators,
1985.

Introduction

Good health is the cornerstone of a productive and enjoyable life. The road to good health starts with education.

“...any future advances made in improving the nation’s health will not result from spectacular bio-medical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the person’s health-related activities, values, beliefs, and knowledge.”

American Medical Association
[Pamphlet, Why Health Education
in Your School]

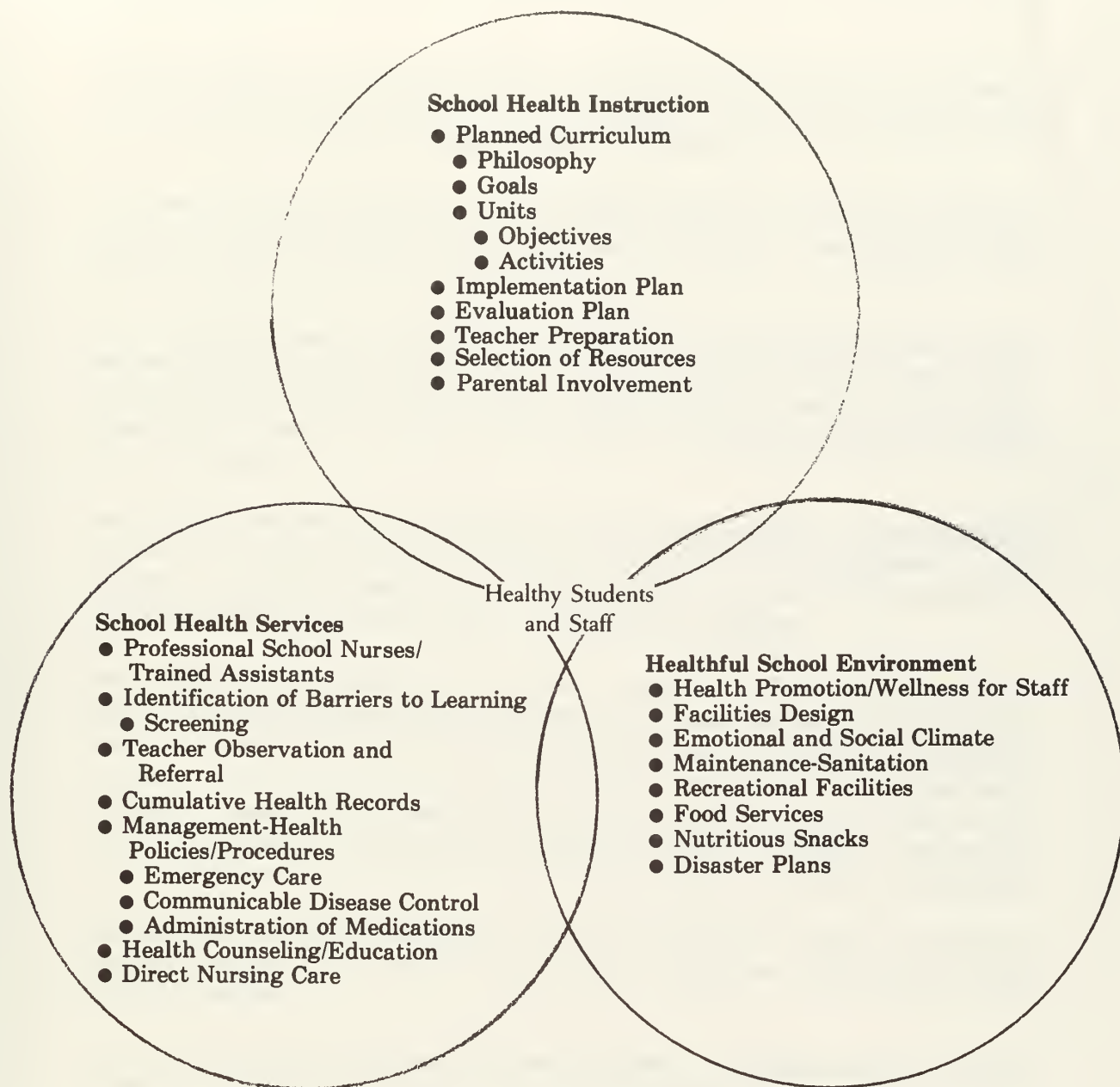
This guide will serve administrators, curriculum directors and teachers as a resource for curriculum development. It is not intended to be the local curriculum but rather to serve as the framework for that development. It provides information on topics that reflect current health education thinking on the national as well as state level. It also provides resource references to assist in the teaching of those areas.

The intent of this guide is to help not only enhance an existing program but assist in the development of a program where one is not currently in existence. It is intended to be a resource not only for our larger schools but also our small rural schools. It will be of value not only to our health educators but to classroom teachers responsible for health education as well.

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Health & Physical Education
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Health Promotion and Education
Department of Health and
Environmental Sciences

The Comprehensive School Health Program



This diagram graphically illustrates the interrelation of health instruction, health services, and a healthful school environment, the three major components of a comprehensive school health program. The purpose of this publication, however, is to provide guidance for implementation of only one of these components—school health instruction.

Definitions

These words and phrases are used in this curriculum guide and are defined for use in this guide as follows:

Health competencies are grade-level learner outcomes or expectations which include the knowledge, understanding, attitudes, and skills that are important for balanced intellectual, social, emotional, and physical growth and development.

A **health education curriculum guide** is a publication designed to provide ideas, directions, suggestions, and resources to persons planning, developing, or coordinating a health education program. It is not a teaching guide.

Integrated instruction is a coordinated effort to teach several different topics in several related disciplines. Health topics can and should be included as units of instruction in disciplines such as science, home economics, and social studies. Likewise, reading, writing, speaking, and computation skills can and should be strengthened within the health instruction program.

School health education is the development, delivery, and evaluation of planned learning activities which are developmental and sequential, kindergarten through grade 12, and are designed to positively influence the total health knowledge, attitudes, and behavior of individuals by increasing their abilities to make informed decisions.

The **school health education coordinating team** is composed of K-12 professional staff who have varied responsibilities related to health instruction within the school district. This team works under the direction of the school health education coordinator. Its members are representatives from each elementary, middle, junior high, and senior high school building. The team meets frequently to plan the continuous development, implementation, and evaluation of the district's health education program. In addition, each member serves as the instructional leader for health education within his or her school building.

The **school health education coordinator** is a person who provides the leadership and direction for planning, implementing, and evaluating a districtwide, comprehensive health education program.

A **scope and sequence** outline details the major content areas taught and their sequential placement at various grade levels in the K-12 health education curriculum.

Time allocation refers to the minimum amount of time recommended in the curriculum guide for implementation of a comprehensive school health education program covering the ten major content areas.

Total health refers to the lifelong interdependence, constant interaction, and balance of the physical, emotional, social, and intellectual dimensions of human growth and development.

“Each second we live is a new and unique moment of the universe, a moment that never was before and never will be again. And what do we teach our children? We teach them that two and two make four and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all of the world there is no other child exactly like you. In the millions of years that have passed, there has never been a child like you. And look at your body—what a wonder it is! Your legs, your arms, your cunning fingers, the way you move! You may become a Shakespeare, a Michealangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is, like you, a marvel? You must cherish one another. You must work—we must all work—to make this world worthy of its children.”

Pablo Casals

Overview

1

Why School Health Education?

Philosophy

Goals

Curriculum Framework

Time Allocation

Curriculum Development, Implementation, Evaluation



Why School Health Education

Major public health problems such as suicide, accidents, venereal disease, heart disease, obesity, and alcohol and other drug abuse, along with health misconceptions, the lack of accurate health information, and the continuing rise in the cost of health care are but a few of the reasons for health education programs in schools.

Recognizing that many of these problems are preventable, practically all national and state health and education organizations have supported the development and implementation of comprehensive school health education programs. To cite some historical examples of additional support, *The National School Health Education Study* of 1963 states:

It becomes increasingly evident that the possession of certain basic knowledge about health is essential if each individual...is to achieve for himself, his family, and his community, an optimal level of health. Fundamental to this acquisition of such knowledge is a sound program of health instruction in the nation's schools...

The study also revealed many problems related to school health education, including

- lack of coordination of health education programs throughout the school grades;
- inadequate professional preparation of staff;
- lack of interest on the part of some teachers assigned to health teaching.

Ten years later, in 1973, the president of the United States commissioned a national study of health education. *The Report of the President's Committee on Health Education* states that

School health education in most primary and secondary grades is either not provided at all or is tacked onto other subject matter... and is assigned to teachers whose main interests and qualifications lie elsewhere.

This study, just like the one that had been conducted 10 years earlier, made strong recommendations for the development and implementation of comprehensive school health education programs.

In 1979, the surgeon general's report entitled *Health People* (followed in 1980 by a companion document entitled *Promoting Health/Preventing Disease: Objectives for the Nation*) outlined a national strategy for improving the health of Americans. Both publications reemphasized the critical need for quality school health education programs aimed at health promotion and the prevention of health problems.

In 1981, a national school health education task force created by the Education Commission of the States published a booklet entitled *Recommendations for School Health Education: A Handbook for State Policy Makers*. This document challenges state leaders in education, the health professions, and government to make a meaningful commitment to school health education.

In 1983, a study conducted by the Carnegie Foundation for the Advancement of Teaching published *A Report on Secondary Education in America* which recommended that a health education course be part of the required core curriculum in all high schools.

In June 1984, The Associated Press conducted an AP-Media general telephone poll which included a random scientific sampling of adults across the country. The approximately 1,200 participants were asked whether each of 13 common academic subjects should be graduation requirements for all high school students. Eighty-four percent of the respondents believed that health education should be a graduation requirement.

In addition to these examples, the following "quotable-quotes" from individual leaders and organizations at the national and state levels indicate broad-based support for the inclusion of comprehensive health education in the school curriculum.

A healthy lifestyle and positive health habits start with and are fostered through sound health education in our schools...

*Ted Schwinden, Governor
State of Montana*

Planned integrated programs of comprehensive health education should be required in school from kindergarten through grade 12. Health education is a basic education subject and should be taught as such.

American Academy of Pediatrics

The committee is unanimous in its firm belief that the only effective way [in] which the school can fulfill its responsibility for meeting health needs of youth is through comprehensive health education [in] grades K-12.

*Joint Committee of the
National School Boards Association and the
American Association of School Administrators*

It is a growing belief that any future advances made in improving the nation's health will not result from spectacular bio-medical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual's health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can play an important role in improving the quality of living.

American Medical Association

The Montana Education Association fully supports...and more generally endorses...comprehensive health education...

*Eric Feaver, President
Montana Education Association*

The Board of Directors...support comprehensive health education as part of the Montana school curriculum.

*Barbara Booher, Executive Director
Montana Nurses Association*

No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.

*The Carnegie Foundation Report on
Secondary Education in America*

However, even though school health education has received strong support from individuals and groups involved in both health and education, that support has taken the form of pronouncements rather than actions. *The time for action is now, and the implementation of well-planned health instruction in Montana schools is long overdue.*

Philosophy

...health education can prevent health problems and improve the quality of life and total well-being.

Quality health education motivates individuals to voluntarily take an active role in protecting, maintaining, and improving their health.

Health education is a basic ingredient in a prevention formula.

Most causes of premature death and infirmity can be prevented by positive health practices and appropriate health care.

In recent years health care costs have skyrocketed! People across Montana and the entire country have become fitness conscious and are realizing that they are primarily responsible for their own health. Health education should be aimed at health promotion and the prevention of health problems. Health professionals and educators believe that health education can prevent health problems and improve the quality of life and total well-being. As physician Ronald Vincent has stated,

If our youth were given relevant information systematically and professionally, at a time in their lives when it could be of some value, they might very well solve the majority of these health problems themselves with that selfsame common sense that we do not give them credit for having. I propose to you, that if a solution to these medical problems does not come by the positive decisions of an enlightened youth, the solution is not likely to come at all.

Today throughout the country, the emphasis on health promotion and health education has never been greater. Schools in Montana have the opportunity to make a positive impact on the lives of school-age youth. This is an opportunity they cannot afford to approach haphazardly in planning or halfheartedly in delivery.

Comprehensive health education develops skills for daily living and prepares individuals for their future roles as parents and citizens. Recent trends underscore the need for informed and educated individuals who have the knowledge, skills, and motivation to assume responsible roles in personal, family, and community health. Educators and all citizens must guarantee that efforts are made to emphasize health as a value in life, and to enhance critical thinking, decision-making, and problem-solving skills regarding health. Quality health education motivates individuals to voluntarily take an active role in protecting, maintaining, and improving their health.

The overriding emphasis of this philosophy is upon having individuals successfully develop, establish, and achieve positive lifestyle goals. These goals enhance the probability of lifelong participation in health-promoting behaviors, with resulting total health benefits. Specifically, this philosophy is grounded in two fundamental principles. *The first is that health issues are approached in a positive manner.* Health education is a basic ingredient in a prevention formula. It can encourage the individual and the community to assume responsibility for the promotion of well-being and the prevention of disease and disability. Most premature deaths and infirmities can be prevented by positive health practices and appropriate health care.

The second principle is based on the "whole person" concept, on recognizing that each individual is multidimensional. The physical, emotional, social, and intellectual dimensions of each person are dynamically intertwined and are influenced by time, setting, situation, and other people. Acknowledgement and nurturing of these interactions, both within the individual and between individuals, are critical to successful health promotion practices.

This philosophy of positive health leads to and supports the following goals of a school health education program. Through health education, students will:

- know that total health includes all of a person's physical, emotional, intellectual, and social growth, development, and well-being;
- understand that every individual human being is valuable;
- appreciate that health is a right and a responsibility of every individual and community;
- realize that health professionals alone cannot solve problems without individual and community support;
- understand that individuals can prevent most health problems through positive health behaviors;
- know that, to become partners in their own health care, individuals need accurate information, education, health-promoting services, and support;
- practice behaviors which promote and maintain intellectual, physical, emotional, and social well-being;
- contribute to family and community health and effectively use the health care system;
- practice principles of safe living and disease prevention to avoid health problems;
- appreciate the positive impacts that the individual, the family, and the community can have on environmental health;
- understand the structure and function of the human body and patterns of healthy growth and development.

Finally, a comprehensive health education program *can* make a difference and *can* influence the quality of life for this and subsequent generations. It is therefore with the greatest optimism and enthusiasm that improvement of the health status of our state's youth should be approached by the home/school/community team. The time for health education to emerge as a high priority in the curriculum has arrived. Positive health for all by the year 2000 is not only an attainable goal but an essential goal.

If only one considers the tremendous financial costs of preventable health problems, school health education and health promotion programs are economically irresistible.

Curriculum Framework

A basic task for any local district curriculum committee is to determine how the curriculum will be structured. There are many ways to organize the curriculum in health education, such as by unit, by concept, by competency, by domain, by problem, or by a combination of these.

This guide identifies ten major content areas as basic components of a comprehensive school health education program. They are taken from a 1981 report by a national health education task force and published in *Recommendations for School Health Education, A Handbook for State Policymakers*. These ten areas establish the overall framework for the body of knowledge to be included in a K-12 health education program. It is recommended that local districts develop their curricula around instructional units consisting of specific lessons which are developmental and sequential from kindergarten through 12th grade.

Figure 2

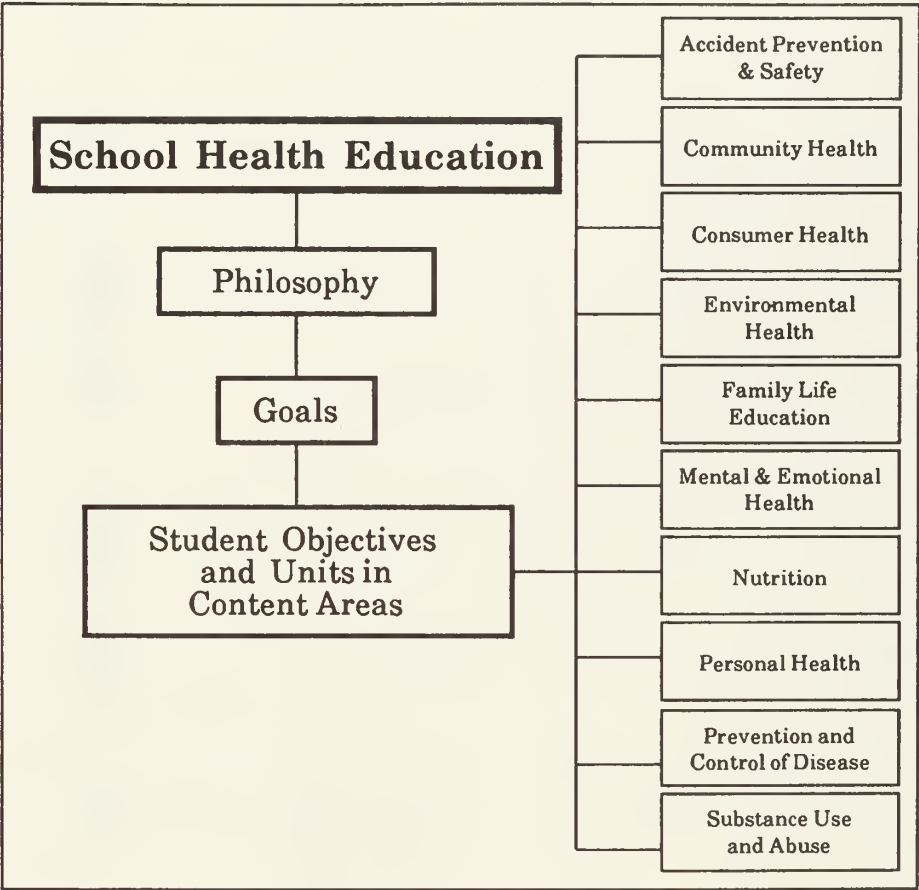


Table 1

Curricular Progression Chart

KEY

This chart has been prepared to give a brief overview of the content to be covered to meet the student objectives identified in this curriculum guide. It is not all-inclusive, but provides an adequate review of the scope and sequence of a comprehensive K-12 health instruction program.

A specific *topical reference* has been placed in parenthesis under the title of each of the ten content areas. Sample objectives, as written in the guide, which support that specific topical reference appear in the column below the content area at the various grade levels. This demonstrates the developmental nature of the curriculum and shows how a topic can be supported by objectives and instructional units throughout the grades, K-12.

The other items in each column identify additional topics for instruction which are covered under other objectives. Once again, these topics are not all-inclusive, but provide an overview of content recommended in this guide.

NOTE

All objectives (*) in this guide are prefaced by the words, "Students will."

Major Content Area Topical References	Accident Prevention and Safety (Emergency Referral)	Community Health (Resources)	Consumer Health (Health Advertising)	Environmental Health (Waste Disposal)	Family Life Education (Positive Relationships)	Mental and Emotional Health (Stress)	Nutrition (Nutrients)	Personal Health (Fitness)	Prevention and Control of Disease (Communicable Disease)	Substance Use and Abuse (Resources)
Grade Level K	* Recite the names of people who can help in case of an accident. - poison signs - protective behaviors - rules - life hazards				* Describe qualities of friends. - promoting a healthy family - similarities and differences between people	- valuing self as unique and worthwhile - feelings and behavior - how to help others feel good about themselves - where to go for help	- breakfast - nutritious snacks - food versus non-food items - food advertisements	- personal grooming - cleanliness habits - tooth care - posture	- comparison of wellness and illness - proper dress and disease prevention - personal hygiene habits	* Explain reasons for consulting a responsible adult before using medicines and chemical substances - medicines at home - names of medicines used or abused
1	* Dial the emergency phone number in case of an accident. - school safety - fire drills - bus and auto safety				- groups and their importance - kinds of families - responsibilities - trust	- respect for others - how emotions affect the body - belonging - effort and its effect on skill development	- sensory characteristics of food - plant and animal sources of food - food forms - mealtime behavior - need to eat a variety of foods	* Recognize the relationship between physical activity and muscular development. - heart health - rest and relaxation - human senses	* Discuss the relationship between germs and disease. - "We are well most of the time." - medical personnel - public health efforts	- what a medicine is - how medicines are helpful or harmful - good risks versus bad risks - risks in using substances
2	- water safety - electrical safety - basic first aid - fire escape plans - accident prevention				* Recognize and value caring adults who are significant in one's life - growth differences - human needs - abuse prevention	- emotions-pleasant and unpleasant - how the environment affects feelings - appreciate consequences of behavior choices - how people express feelings	* Compare varying amounts of nutrients and energy needed throughout the life cycle. - wide varieties of food choices - dental caries - sugar - ingredient order on labels	* Recognize that the heart is a muscle that is strengthened by exercise. * Value physical well-being by practicing fitness behaviors which contribute to health. - major body organs - quiet activities	* Describe how germs cause illness. * Explain communicable disease. - effect of exercise, diet, rest on disease prevention	- recognizing names given to medicines - rules for taking medicines - avoidance of certain drugs - drug effects
3	- pedestrian safety - reflective clothing - home fires - safety patrols - safety laws	- characteristics of a healthy community - problem solving - assistance with health promotion	* Identify the impact of advertising and other influences on the use of health products and services - health products - TV ads and health	* Participate in a program aimed at reducing litter in school and within the community - causes of air pollution - sources of environmental pollution	* Describe different kinds of friendships. * Identify trusted people who can help with personal and family problems. - families working together - life cycle - reproduction	* Define stress and cite examples of positive and negative stressors * Identify positive ways of dealing with stress. - physical health and feelings - group membership - grief	* State that food supplies nutrients that are needed for growth, repair, and maintenance of cells. - food choices - sensory qualities of food - food chain - energy needs	* Cite ways to build physical activities into daily routine. - lifestyle choices - body and self image - the senses and safety, learning, and play - handicapping conditions	* Distinguish between infectious and noninfectious disease - disease symptoms - early steps to combat illness - wellness lifestyle	* List people and places who can provide help with medicine and chemical substance use problems - use versus abuse - effects on physical, social, and emotional well-being - caffeine - nicotine
4	* Develop a list of telephone numbers for emergency contacts - hiking safety - first aid for bleeding - bike safety - minor injuries	* Explain the role of community health agencies in protecting and promoting the health and safety of community members - public health workers - disease prevention	- questionable health practices - family practices, values, and emotions in choosing health products	* Describe community facilities and procedures that ensure safe water supplies and sanitary trash and sewage disposal. - water pollution - parks - recreational sites	* Realize that learning to get along with others is a process unique to each individual - the reproductive system - puberty changes	- respect for other's feelings, rights, and property - factors that affect self-image - communication skills - personal health and esteem	* Define nutrient * Identify the major classes of nutrients and their functions. - calories - ideal weight - reliable sources of nutrition information	- rewards for positive health behavior - "prioritizing" health activities - inherited characteristics - mechanics of the circulatory system	- personal behavior and wellness - heredity and illness - illness and personal responsibility - family influences on health	- misuses or abuses of drugs - drug effects on body organs - misuse of OTC drugs - effects of smoking
5	- boating safety - water safety - choking symptoms	- health benefits - personal and family activities that promote health - community health issues - community health specialists	* Explain how information contained on a label can be used in selecting health products - OTC drugs - prescription drugs - quackery versus legitimate health practice	* List sources of and methods to deal with solid waste. - land pollution - natural resources - population and land use	* List the characteristics that help maintain friendships and compare one self to this list. - family impact on each member's development - death or divorce's impact on the family	- group decision making - peer influence - interpersonal behaviors - desirable personal qualities - risk-taking behavior	* Identify major sources of key nutrients * Classify foods into groups based on their major nutrient contribution. - portion size and servings - diet and blood pressure - fiber - sample menu evaluation	* Identify benefits of both aerobic and anaerobic exercise. - functions of body systems - interdependence of body systems - effects of puberty on development	* Explain the process of communicable disease transmission. - avoidance of disease - motivation and health behavior	- decision making about drugs - peer and adult influences - community impact of drug abuse - laws
6	* Develop a babysitter's guide of accident prevention and safety procedures - shock - heart attack - safety attitude	* Explain how the environmental health section of a health department serves the community - community health planning - community action - volunteer health agencies	* Identify advertising techniques used in media promotion of food, tobacco, alcohol, and health-related products - evaluation of product claims - why people select certain health products	- rodents and insects - environmental changes in the year 2000 - sanitation	* Discuss dating as one way of exploring friendships and learning new social skills. - peer pressures - family roles - decision making - dating behavior	* Identify situations that are stress producing - expression of feelings - decision-making strategies - significant people - fairness	* Compare nutrient density of foods - nutrient excess - nutrient deficiencies - food economics - dietary plan for a day's energy needs	* Recognize the importance of establishing an ongoing and effective exercise plan which accommodates personal requirements and limitations. - components of a healthy lifestyle	- positive versus negative health behaviors - immune system - major killers	* Identify and utilize the names of people and organizations who can provide help concerning problems related to tobacco, alcohol, marijuana, and other drugs. - alcohol effects - confronting the pressures to use drugs
7-9	- first aid for drug overdose - artificial respiration - first aid for choking victim	* Identify local health resources available to meet specific community health needs - community help for the aged - health organizations - community health careers	- cost, quality, warranty, and availability of health products and services - criteria for selecting health products and services	- technology and the environment - agencies involved in environmental health - noise pollution - environmental carcinogens	* Develop the ability to resolve conflicts and formulate new friendships * Identify the responsibilities and consequences inherent in sexual relationships - a mother's effect on the unborn - communication with parents - the need for love and affection	* Identify stress management techniques. - personal goals - suicide prevention - defense mechanisms - grief and coping with grief	* Identify factors affecting basic nutrient and energy requirements and compute caloric needs. - health impact of diets - nutrition and dietary careers	- adolescent health care practices - bad behaviors - skin problems and their care - interpretation of "wellness" inventories	* Identify sources, symptoms, and treatment of sexually transmitted diseases. - past, present, and future health practices - factors that enhance health or cause illness	* Identify local resources, services, and support groups that are available for substance abuse treatment and control. - alternatives to drug use - negative consequences of drug abuse - careers in drug-related areas
10-12	- careers in safety - CPR - bandaging - splinting - safety in sports and leisure	* Demonstrate the skills for locating, evaluating, and using community health resources - individual versus community rights - medical care trends - personal action plan	* Analyze techniques used to promote health-related products and services, including insurance. - consumer rights - governmental agencies and their regulatory powers	* Evaluate the environmental impact of toxic waste disposal. - energy sources - environmental health careers - government regulation of the environment - environmental preservation	* Analyze the interrelationships of career and family roles, responsibilities, and family harmony - teen pregnancy - birth defects - nutrition and development - sexual assault prevention - spouse selection	* Demonstrate stress management techniques - effective communication skills - selection of a satisfying career - positive mental health plan - mental health careers	- construct a weekly diet - evaluate a diet in terms of sugar, sodium, fat, fiber, etc. - compare nutritional value of supplements and additives	* Design and implement a personal health plan adaptable to changing lifelong needs. - social forces affecting health practices - energy balance and body weight - personal health careers	* Identify agencies and referral procedures for communicable disease or chronic disorders. - disease prevention planning - disease prevention careers	* Describe how to utilize programs and facilities designed to help individuals and families with tobacco, alcohol, and other drug problems. - the right to say "no" - drugs and health status - drugs and vehicle operation - drugs and pregnancy

Time Allocation

This guide makes specific recommendations for grade-level time allocation. These identify a minimum number of instructional periods needed at specific grade levels to cover the ten content areas in this guide. The primary purpose of making these recommendations is to attempt to describe a balanced approach to the K-12 health instruction program. In addition, the time recommendations are offered to suggest a realistic and practical way to implement health instruction as part of the total curriculum.

The time allocations at the K-6 level are especially important because the classroom teacher has the responsibility for providing health instruction along with all the other subjects required as part of the total elementary instructional program. At the junior and senior high school levels, the time recommendations are based upon a proposed discrete semester course meeting daily. *It is important to note that the recommended periods of instruction at the junior and senior high levels are based upon the assumption that the K-6 recommendations have been honored and that meaningful instruction has occurred prior to the junior and senior high school years.* A primary concern here is that students understand the total health concept through developmental and sequential learning experiences at each appropriate grade level. Thus, if planned instruction does not begin until grade 4, the recommended times and objectives for grades K-3 must be given serious consideration.

While the amount of time allocated for health education at specific grade levels does not indicate the quality of that education, it is one criterion for determining the importance of health instruction in the total school program. The following chart gives time allocations in minimum number of instructional periods.

...the amount of time allocated for health education...is one criterion for determining the importance of health instruction in the total school program.

Table 2

Recommended Time Allocation

Recommended Time Allocation in Minimum Number of Instructional Periods to Cover the Content Areas at Specific Grade Levels*									
School Health Education Major Content Areas for Classroom Instruction	Recommended number of periods per year One year = 34 Weeks							Recommended number of periods per semester	
	K	1-2		3-4		5-6		7-8-9	10-11-12
	45 min. per wk. 1 period = 15 min.	75 min. per wk. 1 period = 25 min.		100 min. per wk. 1 period = 25 min.		125 min. per wk. 1 period = 50 min.		1 course, meeting 90 periods in a semester. 1 period = 50 min.	1 course, meeting 90 periods in a semester. 1 period = 50 min.
	Grade Levels								
	15-min. periods	25-min. periods				50-min. periods			
	K	1	2	3	4	5	6	7-8-9	10-11-12
	I. Accident Prevention and Safety	15	12	12	15	15	6	5	5
II. Community Health	0	0	0	6	6	5	5	5	5
III. Consumer Health	0	0	0	6	6	5	5	10	8
IV. Environ- mental Health	0	0	6	6	6	9	9	10	10
V. Family Life Education	6	9	9	12	12	10	10	15	12
VI. Mental and Emotional Health	18	18	18	18	18	13	15	12	8
VII. Nutrition	18	18	18	18	18	10	10	5	5
VIII. Personal Health	18	18	18	18	18	13	12	10	9
IX. Prevention and Control of Disease	6	6	6	6	6	3	3	3	4
X. Substance Use and Abuse	0	9	9	10	15	10	10	10	10
TOTAL PERIODS	87	90	90	120	120	85	85	85	85

*The recommended periods for a year or semester *do not* necessarily mean that all instruction should be completed in that specific content area in consecutive lessons.

Curriculum Development, Implementation, Evaluation

When one considers the task of institutionalizing a comprehensive health instruction program, one must realize that the process is continuous and never ending. There are three major phases involved in establishing a comprehensive program.

*...the process is
continuous and never
ending.*

Development/Planning
Implementation
Evaluation

The eleven steps are shown in figure 3. It is recommended that local committees planning a health education program seriously study *A Continuous Path Toward a School Health Education Program*.

Comprehensive School Health Education

The following is an excerpt from "Comprehensive School Health Education: A Practical Definition," a paper which appeared in the October 1985 Journal of School Health.

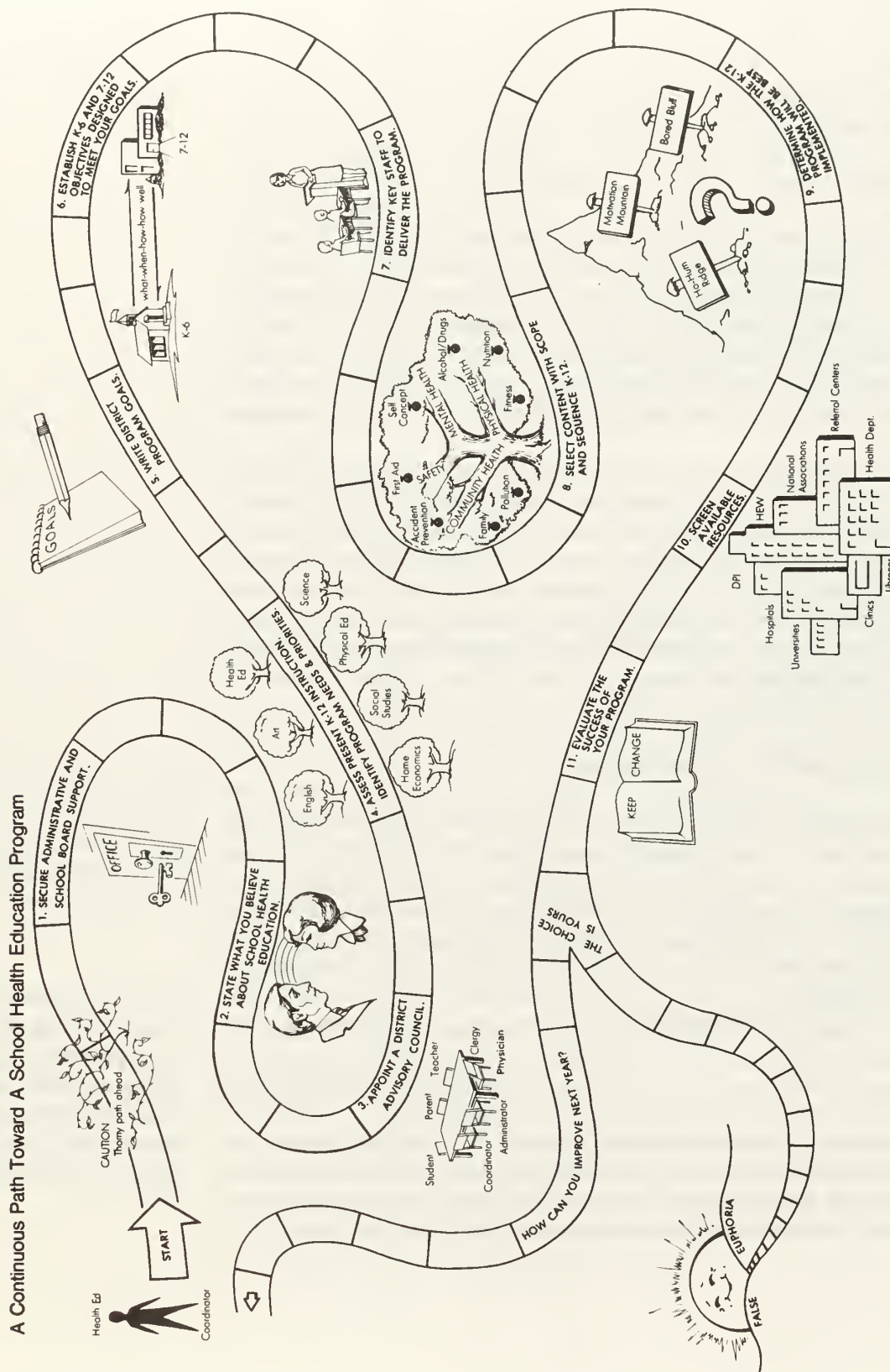
Comprehensiveness related to school health has been identified with 10 essential elements. Those have been agreed upon by key personnel long involved with one or more of the four school health curriculum programs studied in the School Health Education Evaluation (SHEE) Study. The list has been refined to include only those elements that were critical to the success of each particular model.

1. *Sound curricula are well-planned, sequentially developed, and include classroom experiences that provide opportunities for pupils to learn about their personal, family, and community health.* This begins at entry into school and continues through completion of their scholastic education. This series of experiences should include a specific delineation of content areas that have been determined to be appropriate to the age, grade, or developmental level and needs of students. The experiences should include specific goals and objectives to be attained by both pupils and education staff.
2. *Curricula should provide opportunities for students to understand health in its larger social context.* Appropriate coverage and substantial reinforcement at subsequent grade or developmental levels should be provided by exposing students to an array of local, state, national, and even international priority health concerns.
3. *School health curricula should be planned and taught in careful coordination with other subjects.* Such articulation increases the likelihood that school health curricula will be grounded in the basic educational goals associated with: basic intellectual and intrapersonal skills, scientific thinking and problem-solving skills, self-assessment and self-management practices, advocacy, and participation in democratic processes.

4. *Planned and ongoing inservice programs are essential to better prepare teachers and key school personnel (principal, nurse, education resources, and other curriculum specialists) to carry out the curriculum program in classrooms.* Inservice training should also update health teachers and other relevant personnel in their knowledge and teaching skills as well as to obtain their input regarding curriculum program assessment and improvement.
5. *Rich teaching/learning resources that tie directly to the health curriculum objectives and methods at the grade level should be available to teaching staff and pupils in the classroom.* These resources should be highly germane to the cultural, ethnic, geographical, and environmental realities of the region, and should be sensitive to the variability in levels of interest, ability, and skill among students. Resources should also be selected that provide options for students with various learning styles.
6. *Classroom and school outreach activities should be designed to inform, involve, and facilitate education of parents, family members, and other people important to the home and community living situation of the pupils.* This is essential to help other family members and key exemplars to understand and reinforce what the school curriculum seeks to accomplish. At the same time, the family is vital and crucial in the education of children, and family members' views and inputs into the school health curriculum and classroom experience can be extremely productive.
7. *To assure that school health curriculum objectives are reinforced, rather than negated by poor example or outright unhealthful practices or conditions, serious and periodic review of the school environment, including such activities as school health services, physical education, food/snack services, environmental maintenance, and safety activities should be undertaken.* Careful attention should be paid to the fact that these other programs have great potential for major contribution to the health education experience of pupils as well as to motivating and facilitating learning in the classroom phases of the curriculum.
8. *The community should play an active role in school health education, including participation by representatives from community agencies, professional organizations, voluntary health agencies, businesses, and parent groups.* It also may include college and university personnel who assist in the planning, implementation, and assessment of the school health curriculum.
9. *Curricula should be continuously assessed to ascertain whether or not critical objectives are being met.* Assessments should be made from four perspectives: 1) pupils, their reactions and outcomes, with attention to student gains in knowledge, attitude, and behavioral measures; 2) teachers, the classroom process of implementing the curriculum and attainment of goals; 3) school district, its goals and educational mission; and 4) parents and community members, their perceptions of the value of the program.
10. *Proper attention to the first nine elements requires a management system. Such a system, however modest, is needed to assure the leadership and coordination of the multiple interests and factors essential to a sensitive school health education curriculum that is comprehensive.*

Authors are: Roy L. Davis, Howard L. Gonser, Margaret A. Kirkpatrick, Sally Wolfe Lavery, and Sandra L. Owen.

A Continuous Path toward a School Health Education Program



Implementation

Once the curriculum components of a health instruction program have been developed, a realistic plan to implement the program in the classroom must be designed and set in motion. If at all possible, a district should plan on implementing the curriculum in two phases. Phase One would include the piloting of the new or revised curriculum. In order to test ideas, this short-range piloting phase may involve simply the use of activities and materials for a few weeks in classrooms during the developmental period. This limited range of activities may be most appropriate in small districts where only one or two teachers are involved in the curriculum change or where there are only one or two teachers per grade level. In other situations, the total curriculum may be piloted for a full year in one or more classrooms per grade level or course. Regardless of how limited or extensive the pilot phase, it has distinct advantages for a health education coordinating team gathering formative information before a total commitment is made to or significant changes are made in the curriculum. After pilot testing, the health education team usually makes changes in the proposed curriculum as a result of information obtained from students and teachers.

Phase Two is the long-range commitment to the implementation plan which outlines the process of transition from phase one to the diffusion of the program throughout the school district over several years. The coordinating team and administration must examine several critical issues prior to the complete diffusion of the new curriculum. The long-range implementation plan must address 1) staff responsibilities, 2) staff development needs, 3) implementation monitoring, and 4) the continuous modification of the instructional program. Each of these issues is dealt with separately in this section.

Identifying Staff Responsibilities

The successful implementation of any curriculum requires identification of key staff to pilot program components. The coordinating team should establish some specific criteria to be used in selecting staff during the pilot phase and also the long-term diffusion phase of the implementation process. All staff involved must clearly understand their responsibilities and the expectations related to the eventual implementation of the entire curriculum.

It is critical that the coordinating team and administration establish and implement a system of open, two-way communication and coordination among all staff involved. This requires a clear curriculum design so that everyone has a precise understanding of the rationale, philosophy, goals, objectives, content, scope and sequence, evaluation methods, and expected student outcomes for the total program. It is also extremely important that all staff involved develop a sense of legitimate ownership and commitment to the successful implementation of the curriculum.

... a realistic plan to implement the program in the classroom must be designed and set in motion.

It is . . . extremely important that all staff involved develop a sense of legitimate ownership and commitment to the successful implementation of the curriculum.

Identifying Staff Development Needs

Once staff have been identified and their responsibilities clearly articulated, staff development needs must be considered. Among questions to be addressed are the following.

- How does the new curriculum differ from the current curriculum?
- How will new learning experiences and teaching strategies be presented to teachers?
- How will background information needed to teach the content be provided to teachers?
- How will teachers be prepared to use any difficult materials?
- How will teachers learn to use the methods of evaluation?
- How will teacher ownership of the curriculum be nurtured?

A specific plan for professional staff development should be designed by the coordinating team and approved by the district administration. This plan should be based upon identified staff needs, considering

- a time commitment during the school year;
- budget;
- local teacher contract;
- who will lead and facilitate;
- who will attend;
- resources to be used; and
- immediate and long-range assessment of the value of the program.

Monitoring the Implementation Process

As the curriculum is implemented throughout a district, the coordinating team should set up some means of gathering observations from teachers, students, administrators, and parents. Formal monitoring to ensure that the curriculum is actually being implemented as designed is necessary during the implementation process. This monitoring provides for continuous formative evaluation of the program's success, both on its own merits and in terms of pupil achievements.

It is recommended that the building principal or a teacher with specifically assigned responsibility should serve as the instructional leader in the monitoring process. This person reports to the coordinating team the successes, failures, and changes necessary to keep the curriculum development, implementation, and evaluation processes continuous.

Modifying the Program

A final step in the long-range implementation of the curriculum is ensuring that improvements suggested by the results of formative evaluation will be implemented. At this point, the curriculum cycle begins to repeat itself, with continuing review and revision, reinforced by an appropriate professional staff development program.

Formal monitoring to ensure that the curriculum is actually being implemented as designed is necessary . . .

Evaluation

One of the critical components of a comprehensive school health education program is the evaluation process. Evaluation begins with the initial planning of the curriculum and continues through the development and implementation of the instructional program.

In the curriculum development and planning stage, careful assessment of the existing program is necessary. Such a review serves both as an evaluation of present practice and an assessment of needs for change and development. In this stage, evaluation is a constant process by which the philosophy, goals, curriculum framework, scope and sequence, objectives, content, and learning activities are weighed against accepted educational philosophy and goals. During the implementation stage, evaluation consists of continuous monitoring of progress. Much of the evaluation will deal with student performance in terms of stated objectives. In addition, the district should evaluate areas such as availability of resources, teaching strategies, and classroom climate. Evaluation of such factors frequently provides insights into causes and possible solutions to educational problems.

The following are important considerations in the evaluation of a health education curriculum plan and the actual instructional program:

- agreeing on an evaluation plan;
- selecting appropriate evaluation instruments;
- establishing an evaluation schedule;
- implementing the evaluation plan;
- analyzing the results; and
- planning program modifications.

If both program goals and student objectives have been attained, no unusual curriculum revisions are indicated. When objectives have not been attained, the curriculum development cycle begins again.

In no instance should curriculum development stop completely. Even the best of programs can profit from continuous examination. New knowledge, improved techniques, changing philosophies, and local priorities make curriculum development, implementation, and evaluation a never-ending process.

Local school districts can use many different kinds of instruments for program evaluation. These include checklists, interviews, rating scales, structured discussions, surveys, and teacher-developed tests. Appendix D provides "A Checklist for Evaluating a School Health Education Program."

Even the best of programs can profit from continuous examination.

The following chart outlines key questions for teaching staff responsible for health instruction at any grade level. The completion of such an assessment can reveal much about the present status of health instruction, staff attitudes, and inservice needs.

SAMPLE SCHOOL HEALTH EDUCATION PROGRAM ASSESSMENT TOOL

GRADE LEVEL _____

PLANNED UNITS OF INSTRUCTION MAJOR CONTENT AREAS	How Well Is This Topic Covered	How Well Prepared to Teach Unit	How Important For Your Grade Level	Coordination and Communi- cation With Others/ Teaching Units	Major Emphasis of Instruction	Approximate Time Allocation No. Instruction Hrs. Per Year	Best Resources Used - People and/or Materials Briefly Identify	Resources Needed Briefly Identify
I. Accident Prevention and Safety	V S N	V S N	V S N	V S N	K A PS			
II. Community Health	V S N	V S N	V S N	V S N	K A PS			
III. Consumer Health	V S N	V S N	V S N	V S N	K A PS			
IV. Environmental Health	V S N	V S N	V S N	V S N	K A PS			
V. Family Life Education	V S N	V S N	V S N	V S N	K A PS			
VI. Mental and Emotional Health	V S N	V S N	V S N	V S N	K A PS			
VII. Nutrition	V S N	V S N	V S N	V S N	K A PS			
VIII. Personal Health	V S N	V S N	V S N	V S N	K A PS			
IX. Prevention and Control of Disease	V S N	V S N	V S N	V S N	K A PS			
X. Substance Use and Abuse	V S N	V S N	V S N	V S N	K A PS			

Key: V = Very
S = Somewhat
N = Not at All

K = Knowledge
A = Attitude Development
PS = Problem Solving

In addition to evaluating the total health education program, a district must also evaluate student performance in terms of program objectives. Teachers, administrators, and others will want to know how effectively students are developing health-related knowledge, attitudes, skills, and behaviors. Both objective and subjective evaluation procedures should be carried out. Some of these might be

- pre- and post-tests to determine student knowledge, attitudes, and skills related to health content covered;
- student self-evaluation scales, inventories, and surveys on health status and practices;
- simulations;
- interviews and discussions; and
- teacher and parent observations.

Assessing student performance in terms of knowledge gained is relatively simple. Constructing tests and other devices that allow students to demonstrate their knowledge about health is like constructing tests for any other curricular area. Testing should be both informal and formal, and should not be limited to paper and pencil situations. Activities that demonstrate use of knowledge should be included.

Evaluating student performance in terms of health skills is more difficult. However, the use of various simulations and problem-solving situations in which students must actually demonstrate their skills can be very helpful. Actual practice of skills learned will allow teachers to assess levels of student proficiency.

It is most difficult to assess attitudes and behaviors that promote life-long health and well-being. However, attitude surveys, observations by teachers and parents of how students react in varying situations, and logs in which students record health behaviors and attitudes can be used to assess present performance. Long-term evaluation using follow-up surveys with both parents and students after students have graduated should also be considered.

In summary, the purpose of evaluation should be improving the quality of health instruction and of student learning experiences.

...the purpose of evaluation should be improving the quality of health instruction and of student learning experiences.

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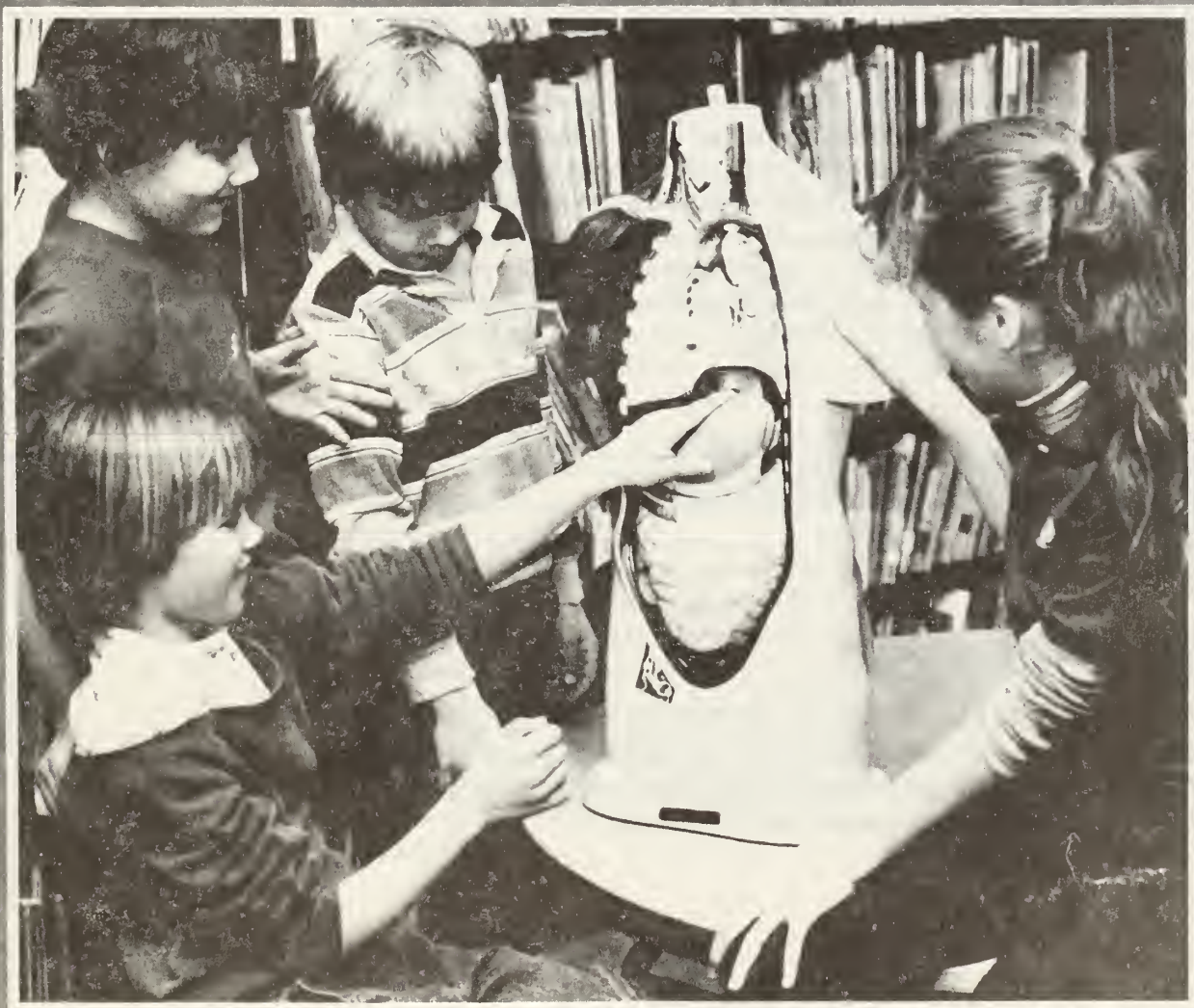
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Preview of the Ten Major Content Areas

2

*Arrangement
A Step Beyond: Creating Your Own Lessons
Interrelationship among Content-area Objectives*



Arrangement

In this guide, the ten content areas are arranged in alphabetical order; each includes the following components.

Topics: examples of topics for which instructional units may be developed.

Rationale: brief background information concerning content-area problems, issues, and needs.

Life Goals: broad, individual lifestyle goals related to the specific content area.

Student Objectives: learner outcomes identified for each grade level, K-6, and for the junior high school and senior high school levels. These objectives are based upon minimum time allocations recommended for each content area at specific grade levels.

Sample Lessons: examples of learning activities in a format that can be implemented in the classroom to support specific student objectives identified in this guide. These lessons are included to illustrate how teacher creativity must be involved in implementing a quality health education program. Samples are provided in the ten major content areas for the primary, intermediate, junior high school, and senior high school levels.

These lessons are not intended to be complete in and of themselves. Each should be part of a complete unit of sequential instruction. Thus, it is assumed that students will come to each lesson with prerequisite knowledge and skills, and that subsequent lessons will provide review, expansion, and follow-up.

A Step Beyond: Creating Your Own Lessons

Delivering Content

This guide provides a comprehensive presentation of the philosophy, goals, and objectives which underlie a well-balanced health education curriculum. The guide is a primary resource for content information and suggests selected ways the content may be delivered.

For instruction to be most effective, it must interweave well-thought-out content with appropriately planned student activities and skillful teaching techniques. In summary, instruction occurs when the teacher:

- selects the content to be taught;
- assesses the students' prerequisite skills;
- makes appropriate adjustments in the level of difficulty of a content skill or the depth of a content concept;
- designs student activities directly related to the acquisition of the skill or concept;
- implements the lesson using valid principles of learning appropriately.

Designing a Lesson

For example, a selected objective might be: *The students will demonstrate the proper first aid treatment for a choking victim.* The teacher needs to examine this objective in light of what is known about the skill levels of the students.

Do students know the symptoms of a person who is choking? Can they distinguish between symptoms of choking and symptoms of other problems? Are students physically able, i.e., coordinated enough and large enough to administer the necessary type of first aid?

If the answers to the first two questions are *no* and the answer to the last question is *yes*, then the teacher may design a lesson that looks like this.

- On the board, generate two separate lists, one headed "Symptoms of a Choking Victim," the other headed "Symptoms That Might Be Confused with Choking."
- Compare the two lists to define the critical attributes that distinguish choking behavior from nonchoking behavior.
- Pass out slips of paper listing symptoms of people in different situations where choking might be the problem. Help students determine if the problem described is choking or something else.
- When satisfied that all students can identify a choking victim, discuss and demonstrate steps in the Heimlich Maneuver and the American Red Cross or American Heart Association procedures for treating a choking infant, child, or adult.
- Provide ample time and opportunity for students to practice and become proficient in this first aid procedure.

This particular lesson incorporates teacher input at the appropriate level of difficulty for the students, teacher modeling of correct behavior, checking for student understanding before going on to each new segment of instruction, and supervised practice to insure skill acquisition. In addition, a teacher would want to incorporate motivational techniques, opportunities to apply for review, and practice over time so that the skill is retained.

Using the Sample Lessons

The sample lessons in this document illustrate typical ways to effectively deliver the health education curriculum. Each is an attempt to show how to teach to an objective, incorporate sound instructional techniques, and use a wide variety of teaching approaches that may enhance student motivation and interest.

The lessons are only meant to be examples, however. Every teacher must make the critical decisions about student readiness for the material, integrate appropriate student activities, and develop complete units and lessons which reflect individual teaching style and creativity. This curriculum guide will be most effective when the teacher steps beyond the basic structure it outlines.

Interrelationships among Content-area Objectives

This curriculum guide is structured around the belief that the objectives presented in the content areas of Personal Health, Mental and Emotional Health, and Family Life Education can serve as the foundation on which a comprehensive school health education program can be built. The objectives in these three areas are essential to support the philosophy of health promotion/wellness and the prevention of health problems through positive health lifestyles presented in this guide.

It is important to review objectives in other closely related areas when adapting or selecting student objectives for any content area. Units organized in any content area should *not* be taught in isolation. The following outline lists content areas with close interrelationships.

**Accident Prevention and
Safety**

- Consumer health
- Environmental health
- Community health

**Mental and Emotional
Health**

- Personal health
- Family life education

Community Health
Environmental health
Prevention and control
of disease
Accident prevention
and safety

Consumer Health
Nutrition
Prevention and control
of disease
Substance use and abuse

Environmental Health
Community health
Accident prevention and
safety
Prevention and control
of disease

Family Life Education
Personal health
Mental and emotional
health

Nutrition
Consumer health
Prevention and control
of disease

Personal Health
Mental and emotional
health
Family life education

**Prevention and Control
of Disease**
Community health
Environmental health
Consumer health
Nutrition

Substance Use and Abuse
Personal health
Mental and emotional health
Family life education
Consumer health

Accident Prevention and Safety

3

Focus
Student Objectives
Sample Lessons



Topics

Instructional units may be developed for these and other topics related to accident prevention and safety: attitudes toward safety; causes of accidents; home and school safety; traffic (auto, bicycle, school bus) safety; fire prevention; environmental hazards; poisoning prevention; first aid and emergency health care; cardiopulmonary resuscitation (CPR); safety personnel; resources and agencies; individual safety precautions; recreational safety; occupational safety; safety rules, laws, regulations, legislation, careers.

Rationale

... *most accidents are preventable.*

Accidents are the leading cause of disability and death among people from ages 1 to 24. Human and environmental factors can cause accidents, but most accidents *are* preventable.

Students, therefore, should develop a high degree of safety awareness. A continuous, sequential program covering safety, accident prevention, and emergency care, including CPR and first aid, can help students learn and practice safe ways to work, play, and live in our increasingly complex technological society.

Life Goals

The individual

- takes steps to correct hazardous conditions when possible;
- follows rules and procedures recommended for safe living;
- avoids taking unnecessary risks;
- applies correct emergency treatment when appropriate.

Student Objectives

See also Consumer Health, Environmental Health, Community Health

Kindergarten

Recommended Minimum Time Allocation: fifteen 15-minute periods/year

By the end of kindergarten, students will:

1. recite their names, addresses, and phone numbers;
2. explain what to do if they are lost;
3. recite the names of people who can help in case of an accident;
4. describe hazards at home, school, and on the playground and ways to avoid them;
5. identify poison signs that help people;
6. show in behavior and conversation that they recognize and appreciate the importance of having rules;
7. identify basic traffic signals and signs in the neighborhood;
8. explain and demonstrate how, when, and where streets should be crossed;
9. recognize that strangers, or even people they know, can be harmful.

Grade 1

Recommended Minimum Time Allocation: twelve 25-minute periods/year

By the end of first grade, students will

1. be able to dial the local emergency phone number in case of an accident;
2. list and recite necessary, basic information that should be communicated in an emergency;
3. identify and obey the safety rules at home, school, work, and play;
4. describe and demonstrate how to go to and from school safely;
5. describe and appreciate safety rules for bus and auto riding including the use of seat belts;
6. explain the correct fire drill procedure and behavior at home and at school;
7. describe basic steps to follow if injured at home or school;
8. discuss the importance of not eating or drinking unknown substances and name several common poisonous substances;
9. explain and demonstrate the use of warning stickers on hazardous household products;
10. talk about the dangers of getting into a car with a stranger.

Grade 2

Recommended Minimum Time Allocation: twelve 25-minute periods/year

By the end of second grade, students will

1. realize the dangers of playing with matches and fire;
2. discuss safety precautions around bodies of water, including ice;
3. describe and demonstrate the safe use of a bicycle;
4. identify and describe hazards which may result in injuries to the mouth, eyes, and ears;
5. discuss and demonstrate the safe use of electricity;
6. demonstrate basic first aid procedures for minor burns, wounds, abrasions, and animal and insect bites;

7. understand that individuals are responsible for their own personal safety;
8. design a fire escape plan with their parents for their homes;
9. state several reasons why it is unsafe to take dares;
10. identify ways to prevent accidents;
11. explain the proper steps to take in case of a tornado warning or other severe weather conditions.

Grade 3

Recommended Minimum Time Allocation: fifteen 25-minute periods/year

By the end of third grade, students will

1. discuss the dangers of "horseplay" in any situation;
2. discuss several important pedestrian safety precautions;
3. describe the benefits of wearing reflective clothing and using bicycle reflectors at night;
4. recognize, value, and respect safety personnel, like police officers and firefighters;
5. explain steps for home fire prevention and their home fire escape plans;
6. explain and appreciate the role of school safety patrols;
7. demonstrate respect for the laws and regulations regarding safety;
8. discuss hazards associated with lightning.

Grade 4

Recommended Minimum Time Allocation: fifteen 25-minute periods/year

By the end of fourth grade, students will

1. describe safety procedures for recreational activities such as flying kites, climbing, swimming, and hiking;
2. show concern for others' safety when in a group;
3. demonstrate safe bicycle behavior, rules of riding, and proper care of equipment;
4. develop a list of telephone numbers for emergency contacts;
5. recognize that minor injuries may require additional attention from responsible adults;
6. describe relationships between accidents and reckless, careless, and risk-taking behavior;
7. explain basic first-aid procedures for bleeding, resuscitation, poisoning, and burns.

Grade 5

Recommended Minimum Time Allocation: six 50-minute periods/year

By the end of fifth grade, students will

1. identify safe boating practices and water safety rules;
2. describe the correct procedure for helping someone who is in danger in the water;
3. explain the symptoms of and care needed by an infant, child, or adult who is choking.

Grade 6

Recommended Minimum Time Allocation: five 50-minute periods/year

By the end of sixth grade, students will

1. explain the symptoms of and basic first aid procedures for treating unconsciousness, shock, and fractures;
2. list symptoms of major health problems such as heart attack and stroke and demonstrate the proper reporting procedures;
3. demonstrate a safe attitude toward risk-taking behavior and an understanding of its effect on themselves and others;
4. develop a babysitter's guide of accident prevention and safety procedures.

Grades 7-8-9, Junior High

Recommended Minimum Time Allocation: five 50-minute periods/semester

By the end of ninth grade, students will

1. explain the proper first aid needed for an alcohol or drug overdose;
2. demonstrate mouth-to-mouth resuscitation on baby and adult manikins;
3. demonstrate the proper first aid treatment for a choking victim.

Grades 10-11-12, Senior High

Recommended Minimum Time Allocation: fourteen 50-minute periods/semester

By the end of 12th grade, students will

1. demonstrate application of dressings, bandages, and splints on an injured victim;
2. demonstrate the correct procedure of cardiopulmonary resuscitation on baby and adult manikins;
3. demonstrate responsible and safe behavior in high-risk situations such as driving, sports, and recreational activities;
4. know about a wide variety of career choices and occupational opportunities available in accident prevention and safety.

Grade 2 – Accident Prevention and Safety

Specific Topical Key: Fire Safety

Approximate Time: 50 minutes

Objectives

The students will design fire escape plans with their parents for their homes.

The students will be able to identify the procedures to follow in case of a fire in their house.

Activities

Draw a typical house outline, with all available exits, on the chalkboard.

Discuss

- all exits available in case of fire,
- all of the procedures to follow in case of a fire in their house (e.g., having a central meeting place in or outside the house, going to a neighbor's house, phoning fire department, using fire extinguishers, remembering special considerations for upper-level rooms, and so on).

Using the house outline on the chalkboard, develop a fire escape plan with your students.

Tell students to outline their houses with the help of their parents, and to develop their own fire escape plans. Ask them to discuss their fire escape plans with all family members, and bring copies of their plans back to school to earn fire safety certificates.

Resources Needed: Local fire department home fire escape checklist, fire safety certificate

Evaluation Focus

☒ Knowledge

☐ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Grade 5 – Accident Prevention and Safety

Specific Topical Key: Choking

Approximate Time: 100 minutes

Objective

The students will explain the symptoms of and care needed by an infant, child, or adult who is choking.

Activities

Discuss the signs of choking and symptoms of a choking victim.

Discuss and demonstrate first aid procedures to use with a choking baby or adult.

Pass out slips of paper listing symptoms of people in different situations where choking might be the problem. Ask students to determine if the problem described is choking and, if so, the proper procedures to use.

Ask students to explain the symptoms of choking victims and proper first aid procedures to their parents, using a procedure checklist. Parents can assess student knowledge and sign the checklist, which students should bring back to school.

Resources Needed: American Red Cross or American Heart Association manual, Heimlich maneuver filmstrip set, checklist

Evaluation Focus

☒ Knowledge

☐ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Junior High – Accident Prevention and Safety

Specific Topical Key: Mouth-to-Mouth Resuscitation

Approximate Time: 200 minutes

Objective

The students will demonstrate mouth-to-mouth resuscitation on the baby and adult manikins.

Activities

Using manikins, teach students how to give effective mouth-to-mouth resuscitation to a baby and an adult.

Have students practice techniques on the manikins.

Ask students to explain the procedures to their parents or other family members, using a checklist which can be signed and brought back to school.

Resources Needed: American Red Cross filmstrip or film on mouth-to-mouth resuscitation, manikins, cleaning materials for manikins, checklist

Evaluation Focus

☒ Knowledge

☐ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Senior High – Accident Prevention and Safety

Specific Topical key: First Aid

Approximate Time: 50 minutes

Objective

The students will identify and/or demonstrate correct procedures in first aid treatment.

Activities

This is culminating activity covering all first aid objectives and entitled: "First Aid Olympics."

At the end of the first aid and emergency care unit, the instructor will develop a course with ten stations at which students will be required to perform cognitive or practical tasks to demonstrate their knowledge of first aid procedures. Ten students will be chosen to run the stations, and award number scores based on accuracy to the participants.

The olympic contenders are to move from station to station and, within a time limit, answer questions or demonstrate the first aid procedure required at each. Their scores are to be written on score cards. When all participants have completed all stations, their score cards are given to the instructor, who will compute point totals and determine first-through fifth-place winners. Ribbons or certificates can be given as awards.

Resources Needed: Materials for each station.

Evaluation Focus

☒ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Community Health

4

Focus
Student Objectives
Sample Lessons



Topics

Instructional units may be developed for these and other topics related to community health: individual responsibility; healthful school, home, and community environments; community health resources and facilities; official and nonofficial health agencies; health service careers; pollution control; community involvement; current issues; trends in medical care.

Rationale

Whereas physical survival was the major public health concern in the past, psychological and social survival may well be the challenges of this age. Accordingly, community health efforts have begun to take into account the vast and complex network of sociological, psychological, and environmental factors that affect the health of people.

Current trends in community health focus on individual responsibility and emphasize development of positive lifestyles and self-care skills which function cooperatively with established public health services. Individual responsibility for health is also a fundamental concept of all health education and supports personal and community efforts to promote optimal well-being for all citizens. Schools have the potential, in cooperation with community agencies and health care providers, to become centers of health promotion in the '80s and '90s.

Schools have the potential . . . to become centers of health promotion . . .

Life Goals

The individual

- obeys laws and regulations designed to protect the health of the community;
- contributes to community health programs;
- accepts responsibility as a citizen for supporting the activities and programs of community health workers;
- avoids any personal action that might contribute to the deterioration of community health.

See also Environmental Health, Prevention and Control of Disease, Accident Prevention and Safety

Grade 3

Recommended Minimum Time Allocation: six 25-minute periods/year

By the end of third grade, students will

1. describe the characteristics of a healthy community;
2. cite examples of how people in the community work together to solve health problems;
3. identify ways to assist health agencies in the promotion of health.

Grade 4

Recommended Minimum Time Allocation: six 25-minute periods/year

By the end of fourth grade, students will

1. explain how community health agencies protect and promote the health and safety of community members;
2. list some human factors which influence community health;
3. identify roles of various public health workers;
4. know that health practices which contribute to personal well-being also support optimal community health;
5. know that disease prevention is a major role of public and private community health agencies.

Grade 5

Recommended Minimum Time Allocation: five 50-minute periods/year

By the end of fifth grade, students will

1. recognize the benefits that accrue when people in the community work together to promote health;
2. demonstrate awareness of the interrelationship between community health and well-being;
3. describe personal and family activities which influence community health;
4. discuss current community health issues;
5. list services various community health specialists provide.

Grade 6

Recommended Minimum Time Allocation: five 50-minute periods/year

By the end of sixth grade, students will

1. devise a plan by which an individual might work with others to promote a higher level of health in a community;
2. demonstrate how a group can implement a program focusing on a specific health issue within the school setting;
3. explain how the environmental health section of a health department serves the community;
4. explain the relationship of public health law to community health;
5. describe the major roles that volunteer health agencies and organizations play in promoting community health.

Grades 7-8-9, Junior High

Recommended Minimum Time Allocation: five 50-minute periods/semester

By the end of ninth grade, students will

1. identify how a community can support and meet needs of different age groups;
2. identify local resources available to meet specific community health needs;
3. demonstrate knowledge of organizations and their positions on various health issues;
4. know about a wide variety of career choices and occupational opportunities available in community health.

Grades 10-11-12, Senior High

Recommended Minimum Time Allocation: five 50-minute periods/semester

By the end of 12th grade, students will

1. demonstrate the skills needed to locate, evaluate, and use community health resources;
2. analyze the relationship between individual rights and the health of the community;
3. identify current trends in medical care;
4. implement a personal plan to actively investigate a current community health issue or support a community health campaign;
5. know that health education is an important function of community health agencies.

Specific Topical Key: Community Fitness Fun Run/Walk

Approximate Time: 50 minutes

Objective

The students will demonstrate how a group can implement a program focusing on a specific health issue within the school setting.

ACTIVITIES

As part of a school or community fitness day, students are to organize, publicize, and participate in a "Deck of Cards Run/Walk." Students, families, and friends may be invited to take part.

Set up a one-mile course on the school grounds, in the gymnasium, or in some other appropriate location. Use the following rules for the game.

Give each person who completes a one-mile run/walk five playing cards, chosen at random. Each must then decide if he or she has a "poker hand" worth keeping. If not, the participant may turn in all or part of the hand received and complete a second mile run/walk to earn replacement cards.

After each run/walk, a designated person must record each participant's name and the cards kept. Participants may run/ walk up to five miles to obtain the best possible "poker hand." When all have finished, the announcer names those with the winning hands. *All* participants should receive a certificate of merit for taking part in the run/walk.

Resources Needed: Many decks of cards, certificates of merit, announcer, person to serve as recorder

Evaluation Focus

☐ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)



Junior High – Community Health

Specific Topical Key: Appreciation of the Aging Population

Approximate Time: 50 minutes

Objective

The students will identify how the community can meet the needs of different age groups.

Activities

Each student interviews an individual 65 years of age or older. The interviewee can be a relative or a person known to the student, but preferably should be someone not known.

The following are suggested questions.

- What are the major problems that people your age face?
- What do you enjoy most about your life today?
- What services could the community provide to help meet your needs?
- If you could change one thing in your community, what would it be?
- What social activities would you like this community to provide?
- How do you think you can bring about the changes you desire?

Discuss responses to interviews and community action that might be taken to meet specific needs.

Resources Needed: Questionnaire

Evaluation Focus

☒ Knowledge

☒ Attitude

☐ Problem Solving

Teacher's Notes (Things to change)

Junior High – Community Health

Specific Topic/ Key: Wellness Newsletter

Approximate Time: (ongoing)

Objectives

The students will demonstrate the skills needed to locate, evaluate, and use community health resources.

The students will improve reading and writing skills while increasing their awareness of community health issues.

Activities

In this classroom activity, students are given a list of current “wellness” topics covered in such magazines as *Runner’s World*, *Current Health*, *Family Health*, *Current Consumer and Life Studies*, and *American Health*. Each student will choose a topic of interest, locate a magazine with an article on that topic in the school library media center, read the article, and write a brief newspaper-style review.

Students may also choose to write personal-interest, personal-involvement, or local community-interest stories in lieu of magazine article reviews.

Student editors will choose acceptable articles on a range of wellness topics to be organized by content area in a newsletter. Student artists should be asked to provide appropriate art work throughout the newsletter. Arrange to have the newsletter printed or duplicated in some other way.

Copies of the newsletter can be distributed to students, at parent-teacher conferences, or at an open house.

Resources Needed: Current issues of health-related magazines or newspapers

Evaluation Focus

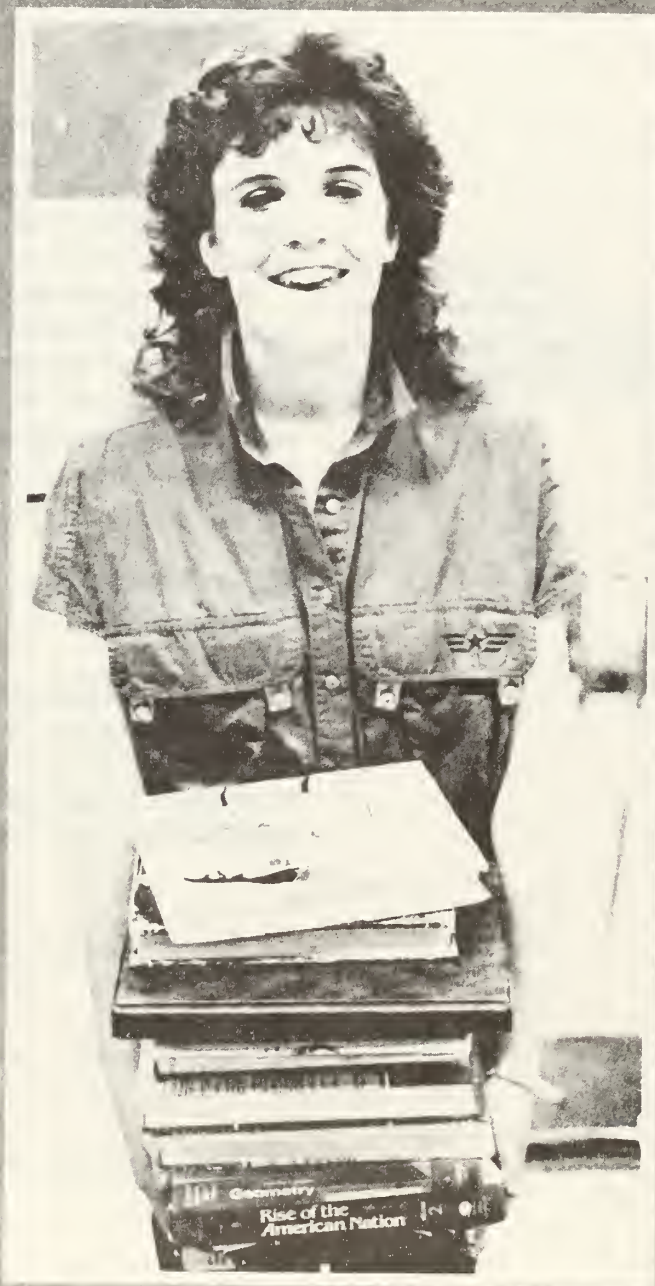
☒ Knowledge

☐ Attitude

☒ Problem Solving

Teacher’s Notes (Things to change)

Focus
Student Objectives
Sample Lessons



Topics

Instructional units may be developed for these and other topics related to consumer health: individual responsibility, influence of advertising, social and economic factors that affect health, laws for consumer protection (food labeling), protection agencies, health insurance, selection of medical services, quackery, reliable sources of health information, evaluating health products and services, use of trained medical personnel, criteria for product evaluation.

Rationale

Each individual is largely responsible for his or her own health. Carrying out this responsibility involves not only making critical choices in terms of one's lifestyle but also choosing among a vast array of medical and health-related services, products, and personnel. This combination of services, products, and personnel forms perhaps the fastest growing industry in the United States today, the health industry.

*... the individual
should be able to
discriminate between
what is valid and what
is not.*

Health-related information is widely disseminated via the media today, but the individual should be able to discriminate between what is valid and what is not. A person should be capable of identifying authorities on health, the various means of access into the health care system, and community public health resources. Students must acquire a certain level of sophistication in decision making by the time they reach adulthood.

Life Goals

The individual

- chooses health products and services on the basis of valid criteria;
- accepts only that health information provided by recognized health authorities;
- utilizes the services of qualified health advisors to help maintain and promote his or her own health.

Also see Nutrition, Prevention and Control of Disease, Substance Use and Abuse

Grade 3

Recommended Minimum Time Allocation: six 25-minute periods/year

By the end of third grade, students will

1. list commonly purchased health products;
2. identify the impact of advertising and other influences on the use of health products and services;
3. explain ways television advertising influences health product choices.

Grade 4

Recommended Minimum Time Allocation: six 25-minute periods/year

By the end of fourth grade, students will

1. identify questionable consumer health-related practices;
2. know that emotions, family practices, and values influence selection and use of health information, products, and services.

Grade 5

Recommended Minimum Time Allocation: five 50-minute periods/year

By the end of fifth grade, students will

1. explain how information on labels can be used in selecting health products;
2. explain why directions for use of over-the-counter and prescription health products must be understood;
3. differentiate between health quackery and legitimate health information and practices.

Grade 6

Recommended Minimum Time Allocation: five 50-minute periods/year

By the end of sixth grade, students will

1. identify media techniques used to advertise food, tobacco, alcohol, and health-related products;
2. evaluate accuracy of product claims;
3. examine reasons for selection and use of health-related products and services.

Grades 7-8-9, Junior High

Recommended Minimum Time Allocation: ten 50-minute periods/semester

By the end of ninth grade, students will

1. demonstrate the ability to think critically about health-related products and services;
2. analyze health-related products and services in terms of cost, quality, warranty, and availability;
3. demonstrate awareness of information, and the implications of information, on the use of prescription and over-the-counter health products;
4. identify criteria for the selection of appropriate health-related products or services;
5. demonstrate the ability to act upon concerns about ineffective health products or services.

Grades 10-11-12, Senior High

Recommended Minimum Time Allocation: eight 50-minute periods/semester

By the end of 12th grade, students will

1. analyze techniques used to promote health-related products and services, including insurance;
2. describe consumer rights and responsibilities;
3. explain the functions and limitations of key governmental agencies regulating production, distribution, and promotion of health information, products, and services;
4. demonstrate the ability to apply valid criteria when selecting health-related products or services, such as fitness equipment, exercise programs, and alternative healing practices;
5. know about a wide variety of career choices and occupational opportunities available in the area of consumer health;
6. identify valid sources of information to refer to in making decisions about health services and products;
7. demonstrate an assertive attitude as a consumer wanting better health products and more responsible health services.

Specific Topical Key: Consumer Wellness

Approximate Time: 50 minutes

Objective

The students will differentiate between health quackery and legitimate health information and practices.

Activities

This activity can be used as an introduction to consumer health issues. Adopting the stereotypical “medicine man” approach, you are to try to “sell” your students on the virtues of Dr. Lemke’s Stomachic Drops (perhaps even get some of them to say they will buy a bottle).

Hold up an old bottle filled with a fluid while you are talking. Explain that this bottle was found in an antique store and that Dr. Lemke’s Stomachic Drops were actually sold in drug stores throughout the United States a number of years ago.

Use the following details in your presentation.

- I (the teacher) first got interested in the product as the result of a college assignment to recreate a medicine from a formula in an old medical text.
- I chose Dr. Lemke’s formula because it was supposed to cure acne and split ends of the hair, common teenage complaints.
- The mysterious ingredient in Dr. Lemke’s Drops is capsicum, which is grown hydroponically (submerged in water) and must be imported from Africa.
- My associates and I finished making the product in two months and successfully field tested it on ourselves and friends.
- We asked for support from the American Medical Association (AMA) and Bristol Myers, but were unsuccessful.
- We decided to market the product through magazines after receiving a patent, because the AMA and Bristol Myers would not give us their support.
- We bought a factory to grow capsicum and produce Dr. Lemke’s Drops.
- We have increased sales each year for the last three years.
- A local newspaper is coming to take advertising pictures of students holding bottles of Dr. Lemke’s Stomachic Drops.
- Famous people are endorsing the product, for example, the Osmonds and Michael Jackson.
- Students can get two bottles for the price of one if they bring their money the next time class meets.

When you have finished your presentation, and perhaps taken some orders for Dr. Lemke's Stomachic Drops from your students, stop the medicine man "pitch." Subsequent discussion should deal with the hoax that has been perpetrated, techniques you used to sell your product, and ways students can find reliable health information.

Resources Needed: Antique medicine bottle

Evaluation Focus

☒ Knowledge

☒ Attitude

☐ Problem Solving

Teacher's Notes (Things to change)

Specific Topical Key: Arthritis Quackery

Approximate Time: 50 minutes

Objective

The students will demonstrate the ability to respond to concerns about ineffective health products or services.

Activities

Three "To Tell the Truth" contestants are chosen at random one week before the game so they can study their responses.

An announcer and five panelists must also be chosen for this activity. To begin it, the announcer invites each contestant to stand and state name and occupation. Each does so, and then the announcer reads the introduction.

Script

Announcer: "Contestant #1 (#2, #3), state your name and occupation, please."

Contestant(s): "My name is Dr. Ernest (Edith) Callum. I am a physician specializing in the problems of the arthritic."

Announcer: "Dr. Callum has been a physician specializing in rheumatoid arthritis for the past 12 years. Dr. Callum's research deals with the environmental causes of arthritis and treatments that may relieve arthritic pain. Many of Dr. Callum's treatment techniques are patented and have been sold to over 200 hospitals throughout the world. Dr. Callum is a noted public speaker on the causes and cures of arthritis, and recently won the American Medical Association's Research Award for work on arthritis treatment. We will begin questioning with _____."

(panelist #1)

Each panelist gets two minutes to ask contestants questions from the list provided below.

Questions

- 1) What is arthritis?
- 2) Is there only one type of arthritis?
- 3) What causes arthritis?
- 4) How do you diagnose arthritis?
- 5) Who gets arthritis?
- 6) What form of treatment is most recommended?
- 7) What clinic or hospital do you work for?
- 8) Where did you earn your M.D. degree?
- 9) Are you affiliated with the Arthritis Foundation (AF) or the American Medical Association (AMA)?
- 10) What is the theory behind and how effective is the use of copper bracelets?
- 11) What is your opinion on arthritis-strength aspirin?
- 12) Would you prescribe orange juice and cod liver oil as a cure-all for arthritis?
- 13) What is liefcort?
- 14) Do vibrators help or harm the arthritic?
- 15) What is your opinion of treatment centers?
- 16) What are some of the steroid hormones used for arthritis treatments?
- 17) I understand only old people have arthritis. Is this true?
- 18) What are the symptoms of arthritis?
- 19) Is it all right to treat my arthritis myself?
- 20) Why does quackery thrive so much in our society?

After a break for a commercial that gives information on arthritis and/or quackery, each panelist votes for the contestant he/she thinks is the “real” Dr. Callum and tells the class his/her reasons for making this choice. The real Dr. Callum (contestant B) stands up at the end.

This activity can help prepare students to talk about quackery, health-related advertising, and sound bases for health decisions.

Resources Needed

Evaluation Focus

☒ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)



Junior High – Consumer Health/Answer Sheet

Contestant A

- 1) Inflammation and pain in the joints.
- 2) Yes, the only kind is rheumatoid arthritis.
- 3) The major cause is cold, wet weather, but certain occupations such as typing can cause increased rates of arthritis.
- 4) With chemical screening techniques I have developed. These are used only at my clinic.
- 5) Only those who live where they are exposed to poor environmental conditions or who use their joints excessively.
- 6) The only successful approach is warm-oil treatments with constant electrical stimulation.
- 7) The Madison Clinic in California. It was named after my partner, James Madison.
- 8) Emporia Technical and Medical Institute in Emporia, California.
- 9) No; I don't believe in their philosophies.
- 10) If the metals are copper derivatives and are vibrated, they can, as has been shown at our clinic, have some curative effect.
- 11) I feel that all it is, is glorified aspirin.
- 12) I might for someone who has constipation but not for someone with arthritis.
- 13) I think it is the name of a type of arthritis of the hip.
- 14) The vibrator I have brought to the show has been used successfully in over 1,000 documented cases.
- 15) Since I run a clinic, I believe in their success and have thousands of testimonial letters to support my belief.
- 16) There are no hormone treatments used in my clinic. They can cause a loss of hair, you know.
- 17) Anyone can contract the dread disease of arthritis.
- 18) The only symptoms are pain and a tingling sensation at the arthritic joint.
- 19) If one has secured the proper devices and attended my clinic for three weeks then one can self-treat.
- 20) Because there are unqualified people looking for a quick buck, and there are millions of gullible Americans looking for a quick cure.

Junior High – Consumer Health/Answer Sheet

Contestant B

- 1) A rheumatic disease. An inflammation of the joints.
- 2) No, there are several kinds. The most common type is rheumatoid arthritis.
- 3) Scientists are not sure. Causes are being studied. Some feel that it is caused by bacteria or a virus.
- 4) I use x-rays and a careful evaluation of each patient's symptoms.
- 5) Anyone can contract arthritis.
- 6) Treatment by a physician, rest, freedom from mental strain, a balanced diet, and aspirin.
- 7) The Madison Clinic in Sacramento, California.
- 8) Marquette University in Milwaukee, Wisconsin.
- 9) Yes, I have been for 12 years, ever since I started practicing medicine.
- 10) Many metals are said to have curative powers. I do not know the theory.
- 11) They are selling this "glorified aspirin" through high-pressure advertising. The only active ingredient in the product is the aspirin.
- 12) I do not feel promoters of these remedies are reliable sources of health information.
- 13) A drug claimed to cure arthritis concocted by Dr. Robert Liefman.
- 14) They might relieve the pain, but they will not cure arthritis. In addition, when rest of a joint is essential, they could be harmful.
- 15) I feel these treatments are totally ineffective.
- 16) ACTH (Cortropin) Cortisone.
- 17) No, it can affect the young as well.
- 18) a) Persistent pain or stiffness, b) pain or tenderness in one or more joints, c) swelling in one or more joints, d) recurrent symptoms when they involve more than one joint, e) tingling sensation in the fingertips, f) fever, weakness.
- 19) No, because self-treatment could be harmful and aggravate the condition.
- 20) Because people are looking for the ultimate cure. They will go to any lengths to relieve pain.

Junior High – Consumer Health/Answer Sheet

Contestant C

- 1) An inflammation and corresponding pain in the joints.
- 2) No, there are thousands of kinds of arthritis, but they can all be cured in the same way.
- 3) The major cause is the type of food we eat. High acid content can lead to arthritic joints.
- 4) By looking for lumps over or under the joints.
- 5) Only those who abuse their bodies with poor diet.
- 6) A special high-oil, low-protein diet is the only successful treatment.
- 7) The Madison Arthritis Clinic in Sacramento, California.
- 9) No, the costs of membership far outweigh the benefits.
- 10) Only if the copper is taken internally will it have a beneficial effect.
- 11) I concur with the other contestants; the only active ingredient is aspirin.
- 12) I have had great success with this same treatment at my clinic. I take offense at anyone calling it unreliable or a cure for constipation.
- 13) I am sorry, but I don't know.
- 14) The vibrating machine I have brought here today has been sold to over one million arthritic patients. It should be used in conjunction with my diet therapy for best results.
- 15) I believe that they can be successful only if they are run by sound medical people and qualified nutritionists, like those my treatment center happens to have.
- 16) The only hormone I use is a new patented one called Callumisone developed and administered exclusively by me.
- 17) Yes, only old people tend to develop arthritis, as their nutritional problems have continued over a long period of time.
- 18) The only symptoms are pain and a distinctive swelling above and below the joints.
- 19) After a stay at my clinic, any person should have the nutritional knowledge to overcome the pain, the discomfort, and the disease itself.
- 20) Because our government does not punish quacks enough.



Senior High – Consumer Health

Specific Topical Key: Health Club Survey

Approximate Time: 50 minutes

Objective

The students will apply valid criteria in the selection of health-related products or services, including fitness equipment, exercise programs, and alternative healing practices.

Activities

Give your students the accompanying survey to fill out. As they complete it, they will become aware of what they feel are the important features of a worthwhile health club or exercise facility. It may be helpful to translate possible ratings, or discuss them, before students begin. *High importance* might translate as *essential*, *medium* as *good*, but not *essential*, and *low* as *marginal* or *irrelevant*, for example.

Evaluation Focus

☒ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Senior High – Consumer Health

Survey Directions

What do you feel are the important features of a worthwhile health club or exercise facility? Indicate the importance of the item(s) mentioned in each question below by circling one of the three numbers.

Facility	Importance		
	High	Medium	Low
1. Does the club have an indoor jogging track?	2	1	0
2. Is there a swimming pool?	2	1	0
3. Are the men's and women's locker rooms equal in size?	2	1	0
4. Does the club have a Universal weight machine?	2	1	0
5. Does the club have a carpeted or matted exercise area?	2	1	0
6. Is there a lounge or rest area?	2	1	0
7. Are there racquetball courts?	2	1	0
8. Is there a whirlpool and sauna available to both men and women?	2	1	0
9. Are there indoor tennis courts?	2	1	0
10. Is there reserved parking for members?	2	1	0
11. Is the club within walking distance from home or work?	2	1	0
12. Does the club have a play area for children?	2	1	0
13. Is there a lab available for testing health and fitness levels?	2	1	0
14. Are there eating facilities?	2	1	0
15. Does the club provide personal items such as soap, towels, shampoo, and so forth?	2	1	0
16. Is rental equipment available?	2	1	0
Program and Personnel			
17. Is the staff well trained and qualified?	2	1	0
18. Are all instructors trained in the areas of first aid, for example, CPR, artificial respiration, water safety?	2	1	0
19. Are lessons offered for sports activities?	2	1	0
20. Is there an introductory offer for prospective members?	2	1	0
21. Is there a good variety of organized classes?	2	1	0
22. Is there a weight reduction program?	2	1	0
23. Is the staff friendly and eager to help?	2	1	0
24. Is the staffing ratio per member adequate?	2	1	0
25. Does the club sponsor any competitive teams?	2	1	0

Costs and Membership	Importance		
	High	Medium	Low
26. Are the services of a masseuse available?	2	1	0
27. Does the club send out flyers to inform members of new programs, classes, tournaments, and so forth?	2	1	0
28. Is there adequate security for personal belongings?	2	1	0
29. Are there children or family memberships available?	2	1	0
30. If a family membership is available, is there a reduction in cost?	2	1	0
31. Are all programs and facilities included in the membership cost?	2	1	0
32. Is the yearly cost \$100 or less?	2	1	0
33. Are you allowed to bring a guest?	2	1	0
34. Is the duration of the membership a year, or can you join on a monthly or half year basis?	2	1	0
35. Are partial memberships available for certain sessions, classes, or sports?	2	1	0
36. Are you bound by a legal contract when joining?	2	1	0
37. Is the club adequately insured for liability and injury?	2	1	0
38. Is there a refund if the club is closed?	2	1	0
39. Is your membership honored by other clubs of the same organization?	2	1	0
40. Is there a senior citizens discount?	2	1	0

Rating

The purpose of this survey is to find out what you as a consumer feel are the features a good health club should have. Therefore, you should be interested primarily in the number of 2s in your responses. Count them. The categories below will tell you whether you are likely to find a health club that meets your requirements.

30-40. What you are looking for is a club which provides a more than adequate program and facility. Unfortunately, one that has these exceptional features is rarely to be found. If you do find one that offers everything you require, it may be too expensive for an individual to join.

20-29. You are looking for an average health club. These exist in good numbers; usually their membership and other fees are reasonable. Remember, though, that individuals have preferences in programs and facilities. You might have to visit a number of health clubs to find the one that has most of the programs you feel are important.

0-19. First, determine whether or not you are at all interested in any type of health club. If you are, re-evaluate what you feel are the important features of such a club. It may be that you are the type of individual who can carry out a balanced fitness program or participate in sports without the aid of an organized club.

To complete the activity, discuss with students their reasons for rating some items in the survey "1" or "0."

Focus
Student Objectives
Sample Lessons



Topics

Instructional units may be developed for these and other topics related to environmental health: individual and community responsibility, pollution, effects of environment on health, environmental protection agencies, population density, world health, waste disposal, sanitation, laws, career choices.

Rationale

The protection of health and the promotion of human comfort and well-being through interactions with the environment are responsibilities which result from modern conditions. The increase in population and diversity of human activities have made control of their impact on the environment increasingly difficult.

Large-scale programs of sanitation and environmental protection have attempted to resolve the various problems of pollution. *The critical factor affecting success of such programs is neither their scope nor their funding, but the degree to which each individual values the environment and cooperates in cleaning and protecting it.*

... the student must become actively involved in promoting improvement of the environment.

In order to become a responsible citizen, the student must first recognize what constitutes the environment and the resources that exist to protect and improve that environment. Secondly, the student must become actively involved in promoting improvement of the environment.

Life Goals

The individual

- obeys laws and regulations essential for the survival of humanity;
- understands that all people have a responsibility to help conserve resources;
- avoids actions that contribute to the deterioration of the environment;
- utilizes agencies responsible for environmental protection.

Also see Community Health, Accident Prevention and Safety, Prevention and Control of Disease. Special note: See A Guide to Curriculum Planning in Environmental Education.

Grade 3

Recommended Minimum Time Allocation: six 25-minute periods/year

By the end of third grade, students will

1. list ways people can help keep a healthy environment;
2. participate in a program aimed at reducing litter in school and community;
3. know and demonstrate ways individuals and groups can help keep the school environment healthy;
4. describe ways the senses can be protected from air pollution;
5. differentiate between kinds and sources of environmental pollution.

Grade 4

Recommended Minimum Time Allocation: six 25-minute periods/year

By the end of fourth grade, students will

1. identify and discuss individual and community responsibilities for the prevention and control of environmental problems;
2. describe community facilities and procedures that ensure safe water supplies and sanitary trash and sewage disposal;
3. demonstrate ways water can be conserved at home and elsewhere;
4. discuss reasons why humans need natural parks and recreational sites;
5. list health problems associated with water pollution;
6. describe the impact water pollution has on well-being.

Grade 5

Recommended Minimum Time Allocation: five 50-minute periods/year

By the end of fifth grade, students will

1. describe methods used to prevent or curtail land pollution practices;
2. list the sources of and methods for dealing with solid waste;
3. demonstrate an appreciation of the beauty and importance of natural resources and of their impacts on human health;
4. explain the relationship between population and land use;
5. predict environmental changes that will be caused by increasing populations;
6. describe the impact of land pollution on well-being.

Grade 6

Recommended Minimum Time Allocation: five 50-minute periods/year

By the end of sixth grade, students will

1. describe ways in which improving the environment can enhance physical, mental, and social health;
2. list negative and positive environmental changes that may have come about by the year 2000;
3. explain why sanitation is important to the nation's health;
4. explain the effects of environmental practices on well-being;
5. describe how rodent and insect populations can be affected by environmental practices.

Grades 7-8-9, Junior High

Recommended Minimum Time Allocation: ten 50-minute periods/semester

By the end of ninth grade, students will

1. describe the impact technology has on the environment and human health;
2. identify local, state, and federal agencies that promote or affect environmental health;
3. discuss the individual's responsibility for preserving a healthy environment;
4. compare the origins and impact on well-being of various types of air, water, and land pollution;
5. describe the effects of noise pollution on well-being;
6. list potential environmental carcinogens;
7. discuss sources of radiation;
8. know that over the past 100 years environmental control measures have greatly reduced human illness.

Grades 10-11-12, Senior High

Recommended Minimum Time Allocation: ten 50-minute periods/semester

By the end of twelfth grade, students will

1. predict what the environment will be like in 50 years if people continue to make positive environmental changes;
2. analyze the roles of agencies that address environmental issues;
3. demonstrate ways of preserving a healthy environment in the school and community;
4. analyze the pros and cons of various types of energy;
5. evaluate the environmental impact of toxic waste burial;
6. know about a wide variety of career choices and occupational opportunities available in the environmental health field;
7. discuss improvements in air and water quality which have been made through public and private control measures;
8. talk about how individual and societal values affect decisions policy makers and citizens make about environmental health;
9. describe how personal and family lifestyles affect the environment;
10. recognize that government regulation of environmental quality is not fully accepted by various groups in this society.

Grade 3 – Environmental Health

Specific Topical Key: Reducing Litter

Approximate Time: 25 minutes

Objective

The students will participate in a program aimed at reducing litter in school and community.

Activities

“Caught in the Act of Cleaning the School” is the name of this activity. During a given week, all third grade students are designated official “watchdogs” (cleanup collies) to keep an eye out for any person in the school who can be caught in the act of improving the school environment by picking up litter, straightening hall areas, and so on.

When a watchdog spots a student doing a good deed, he or she returns to the classroom and files a report with the teacher, indicating both who did the clean deed and exactly what was done. The watchdog is then given permission to fill out an official award certificate to present to the student in the homeroom. The student's name and deed are also posted on a school bulletin board of “Most Appreciated School Citizens.”

Resources Needed: Certificates

Evaluation Focus

☐ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Junior High – Environmental Health

Specific Topical Key: Noise Pollution

Approximate Time: 50 minutes

Objective

Students will describe the effects of noise pollution on well-being.

Activities

Students conduct a noise pollution survey of their own environment using a decibel meter.

Working in groups, students measure noise levels in a variety of locations such as the classroom, a gymnasium during athletic events, the lunch room, and shops; they also measure noise from sources of music. Students record results in chart form, listing the source of each sound, the area where it was recorded, and its decibel level.

Students rank sounds according to their decibel levels and determine whether each sound could be detrimental to their health. They can discuss ways to minimize the hazards of noise pollution.

Resources Needed: Decibel meter

Evaluation Focus

☒ Knowledge

☐ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Senior High – Environmental Health

Specific Topical Key: Toxic Waste

Approximate Time: 50 minutes

Objective

Students will evaluate the environmental impact of toxic waste burial.

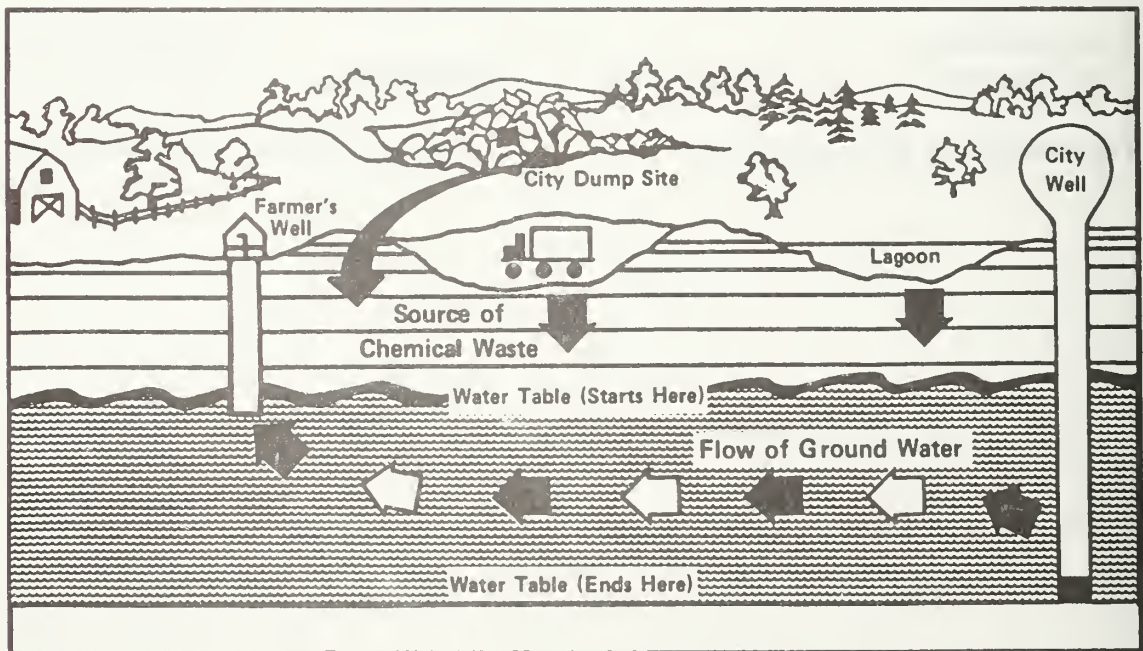
Activities

The students are to become part of a mock public hearing that will study the effects of waste disposal, water poisoning, soil contamination, and possible health hazards.

Before the date of the activity, each student should have the opportunity to observe and discuss each of the following topics: solid land fill sites, industrial water pollution, and the effects of chemical burial sites. Each student should have read about and discussed Love Canal (Niagara, NY). In addition, the students are to have read selected environmental protection agency reports on ground water problems.

The students will form small groups of six or seven.

Each group will conduct its own public hearing on whether or not the dumping of wastes should be allowed to continue at the site pictured below.



Each person in the group will assume one of the roles listed below:

- farmer;
- trash collector who dumps the trash, lives in the city, and consumes city water;
- president of the company who is dumping chemical wastes;
- conservationist who once used the land for hunting and fishing;
- a city dweller who receives water from the city well;
- an official from the neighboring community where the next dumping might be if this site is closed;
- the judge who will make the final decision to either grant the license to continue to dump or rescind the license.

Resources Needed: Diagram of dumping site and potential impact on a community

Evaluation Focus

☒ Knowledge

☐ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Family Life Education

7

Focus
Student Objectives
Sample Lessons



Topics

Instructional units may be developed for these and other topics related to family life education: family composition and roles, life cycles, human growth and development, the reproductive process, heredity, marriage, selecting a compatible life partner, family relationships, improving family communications, parenting, prevention of abuse.

Rationale

The school supports both parents and children in their efforts to gain the knowledge and learn the behaviors that enhance the family foundation of society.

Family living is characterized by dynamic personal and group experiences which can be enhanced by developmental support from many sources. The family is the major forum for developmental experiences; however, the school does offer significant resources for guiding young people toward positive personal adjustment, preparation for marriage, and family living. Societal problems and challenges associated with issues such as teenage pregnancy, divorce, and single-parent families can be confronted through effective school-based instruction in family living.

In identifying its role, the school recognizes the primacy of parental responsibilities for the basic education of their children for family living. The school supports both parents and children in their efforts to gain the knowledge and learn the behaviors that enhance the family foundation of society.

There are a number of family problems, such as child abuse and neglect, which are intensified by economic distress, social distance within communities, personal and family dynamics, and the breakdown or lack of community and family support. Successful education involving students, teachers, parents, and other community resources can help prevent many of them.

Life Goals

The individual

- respects the rights and privileges of every family member;
- adjusts appropriately to changing physical, mental, emotional, and social roles, responsibilities, and privileges as they occur throughout the life cycle;
- deals comfortably and appropriately with the demands of his or her own gender;
- communicates effectively as a member of a family and of society;
- supports the belief that the health of all children is an individual, family, and community responsibility.

See also Personal Health and Mental and Emotional Health.

Special note: See "Instruction about Human Sexuality" in section 13 on "Current and Future Issues in School Health Education."

Kindergarten

Recommended Minimum Time Allocation: six 15-minute periods/year

By the end of kindergarten, students will

1. respect and be courteous about similarities and differences in human beings;
2. describe qualities of friends;
3. describe what parents and children do to promote a healthy family;
4. discuss ways that strangers or even people they know can be harmful;
5. understand that every child has the right to accept or reject affection.

Grade 1

Recommended Minimum Time Allocation: nine 25-minute periods/year

By the end of first grade, students will

1. describe the groups they belong to and how to work cooperatively in any group;
2. describe various kinds of families and the ways family membership can change;
3. discuss individual and group responsibilities in a family and ways the family works together as a unit;
4. realize that, if approached by a stranger with a gift, a promise, a ride, or a threat, they should say "no," and run to tell someone they trust;
5. name animals that reproduce their own kind;
6. realize both animals and humans have mothers and fathers who care for their young.

Grade 2

Recommended Minimum Time Allocation: twelve 25-minute periods/year

By the end of second grade, students will

1. cite examples of ways specific individuals of the same age are similar and different in their growth;
2. realize that if children are loved and their physical needs met, they feel safe and secure;
3. recognize and value caring adults who are significant in their lives;

4. name a variety of fun activities family members participate in together to show caring for one another;
5. recognize that human beings grow and develop inside their mothers;
6. realize that human beings can be abused physically, socially, and emotionally in different ways and by different people.

Grade 3

Recommended Minimum Time Allocation: twelve 25-minute periods/year

By the end of third grade, students will

1. explain why children need families and how family members contribute to the physical and mental health of one another;
2. describe different kinds of friendships;
3. identify different stages of the life cycle from birth to death;
4. explain the contributions, responsibilities, rights, and privileges of each family member;
5. illustrate ways family members and significant others help and influence attitudes and behavior;
6. identify trusted people who can help with personal and family difficulties;
7. identify the different ways living things reproduce.

Grade 4

Recommended Minimum Time Allocation: twelve 25-minute periods/year

By the end of fourth grade, students will

1. use accurate terminology to explain the structure and function of the human reproductive system;
2. identify the changes which occur as they approach puberty;
3. realize that learning to get along with others is a unique process for each individual;
4. describe how they are affected by and affect those with whom they associate;
5. illustrate relationships in a family that influence the health, happiness, and harmony of the family unit;
6. realize that each person's family is unique and special;
7. define different types of personal abuse and know where to get help if abuse occurs.

Grade 5

Recommended Minimum Time Allocation: ten 50-minute periods/year

By the end of fifth grade, students will

1. explain the structure and function of the human reproductive system;

2. explain physical, emotional, and social changes which occur as they approach puberty;
3. list the characteristics that help maintain friendships and compare their own characteristics with those on this list;
4. appreciate the impact of the family on, and importance of the family to, individual development;
5. identify the possible impacts of death or divorce on the family;
6. realize that the roles of each member of the family may change for a variety of reasons.
7. analyze the difference between assertiveness and aggression.

Grade 6

Recommended Minimum Time Allocation: ten 50-minute periods/year

By the end of sixth grade, students will

1. analyze the impact of peer pressure on an individual and a group;
2. describe specific roles of parents and children that are complimentary and/or conflicting;
3. appreciate that a positive family environment will encourage communication among members;
4. demonstrate an understanding that values and attitudes about family life come from the family unit;
5. explain basic steps involved in making a rational decision;
6. discuss dating as one way of exploring friendships and learning new social skills;
7. identify criteria for acceptable dating behavior.

Grades 7-8-9, Junior High

Recommended Minimum Time Allocation: fifteen 50-minute periods/semester

By the end of ninth grade, students will

1. investigate interrelationships of and disparities among physical, emotional, and social changes occurring at puberty;
2. understand a pregnant mother's ability to affect healthy embryonic and fetal development;
3. identify the sequence of events which show, in general, the development of the human organism from conception through adulthood;
4. develop the ability to resolve conflicts and formulate new friendships;
5. accept and value human sexuality as normal and essential to total well-being;
6. identify factors that influence their sexual attitudes;
7. recognize the value and necessity of facilitating communication about sexuality with parents;
8. identify the responsibilities and consequences inherent in sexual relationships;

9. identify the general reasons for and methods of preventing pregnancy;
10. discuss the physical, emotional, and social problems associated with teenage pregnancy;
11. develop, using a decision-making process, a code of behavior for themselves that is consistent with a positive value system and positive goals;
12. know that the need for love and affection influences behavior.

Grades 10-11-12, Senior High

Recommended Minimum Time Allocation: twelve 50-minute periods/semester

By the end of 12th grade, students will

1. identify the major causes of birth defects such as rubella, drugs, heredity, and communicable diseases;
2. understand factors that promote healthy embryonic and fetal development, and especially the effects of nutrition;
3. explain that it is possible to plan for or to avoid pregnancy, and that the decision is influenced by many factors;
4. recognize problems associated with teenage pregnancy which affect the teenager, friends, family, and community;
5. know facts about sexual assault and its prevention;
6. recognize and appreciate their values and goals and how these relate to selection of a spouse;
7. describe factors which contribute to a successful marriage and family unit;
8. analyze the impact of children on a family, including role changes, responsibilities, and costs;
9. analyze the interrelationships among career and family roles, various responsibilities, and family harmony;
10. know about a variety of career choices and occupational opportunities available in the area of family life and health.

Grade 1 – Family Life Education

Specific Topic/ Key: Kinds of Families

Approximate Time: 50 minutes

Objective

The students will describe the various kinds of families and the ways family membership can change.

Activities

Present information on various family structures: nuclear, extended, single-parent, blended, foster, adoptive, and childless. Organize the class into seven groups reflecting these seven family types. Each group is to prepare a picture collage depicting persons from their assigned type of family. Each group presents their family collage to the class, describing the role of each family member.

Discuss the ways family membership can change. Help the children talk about how this changes the structure of the family group.

Resources Needed: Family magazines for pictures

Evaluation Focus

☒ Knowledge

☐ Attitude

☐ Problem Solving

Teacher's Notes (Things to change)



Grade 1 – Family Life Education

Specific Topical Key: Friends

Approximate Time: 50 minutes

Objective

The students will realize that learning to get along with others is a process unique to each individual.

Activities

Lead a discussion with students on the qualities of a friend, such as being trustworthy, respectful, receptive, and reliable. Ask students each to complete a contract to make a new friend.

New Friend Contract

I, _____, on this _____ day of _____ agree to find and make a new friend. I will show that friend that I am dependable, trustworthy, fair, and courteous. I will make sure that I say and do something nice for my new friend. I understand the qualities of a good friend and will demonstrate those qualities by my actions toward those around me.

Signature of student

Signature of new friend

At the next class period, have each student introduce or tell about his or her new friend and share positive comments about that new friend.

Evaluation Focus

☐ Knowledge

☒ Attitude

☐ Problem Solving

Teacher's Notes (Things to change)

Junior High – Family Life Education

Specific Topical Key: Communicating with Parents

Approximate Time: 100 minutes

Objective

The students will recognize the value and necessity of facilitating communication about sexuality with parents.

The students will design an interview questionnaire which can be used by young people to enhance communication with parents.

Activities

Ask students to generate a list of questions like those below to use when interviewing their parents or guardians.

- What was your favorite activity when you were a child?
- What was life like for you when you were a teenager?
- How did you meet each other?
- Where did you go on dates?
- How old were you when you got married?
- What changes occurred when I was born?
- What feelings did you have when I was born?

Then tell students to use the questions developed to interview their parent(s) or guardian(s). Make it clear that they do not necessarily *have* to ask *all* the questions on the list. Also tell them that after everyone has completed the assignment the class will discuss the interviewing and communicating processes, *not* the answers students have gotten to specific questions. *Those answers should be considered private family information.*

When all students have interviewed their parent(s) or guardian(s), discuss the interviewing and communicating processes. This activity could be a good lead-in for a lesson aimed at facilitating communication with parents about sexuality.

Resources Needed: List of questions

Evaluation Focus

☐ Knowledge

☐ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Senior High – Family Life Education

Specific Topical Key: Teenage Pregnancy

Approximate Time: 50 minutes

Objective

The students will recognize problems associated with teenage pregnancy which affect the teenager, friends, family, and community.

Activities

Ask students to talk about how teenagers and others, both male and female, might respond to a hypothetical teenage pregnancy. Together with the class, generate a list of problems associated with teenage pregnancy. Next, have students write reports on the changes, problems, and consequences that would occur in the lives of both teenagers involved as the result of a pregnancy. Tell them to include the implications (physical, social, emotional) for the individuals, friends, family, and community.

Teacher Note: Make sure students know that their right to privacy will be respected and their reports *will not be shared in class discussion*.

Evaluation Focus

☐ Knowledge

☒ Attitude

☐ Problem Solving

Teacher's Notes (Things to change)

See also Personal Health, Family Life Education

Kindergarten

Recommended Minimum Time Allocation: eighteen 15-minute periods/ year

By the end of kindergarten, students will

1. value themselves as unique and worthwhile;
2. share with, listen to, and show thoughtfulness and concern for others;
3. know everyone has feelings and that feelings affect behavior;
4. describe "glad," "mad," "sad," and "scared";
5. describe positive ways to express feelings;
6. show ways of coping with upset feelings;
7. recognize how other people influence one's feelings;
8. describe how helping others makes one feel good about oneself;
9. identify persons to go to for help when ill, hurt, concerned, or frightened.

Grade 1

Recommended Minimum Time Allocation: eighteen 25-minute periods/ year

By the end of first grade, students will

1. respect others' rights and property;
2. identify the effects of emotions on the body;
3. differentiate between acceptable and unacceptable behavior;
4. describe positive qualities in themselves and others;
5. recognize that effort is necessary to learn most new skills and to improve old skills;
6. realize that everyone makes mistakes and that people can learn from mistakes;
7. recognize and accept their own abilities and limitations and those of others;
8. describe the importance of belonging to a group and what it feels like to be included or excluded.

Grade 2

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of second grade, students will

1. differentiate between pleasant and unpleasant emotions;
2. compare responsible with irresponsible expressions of emotion;
3. describe how selected environmental conditions at home or at school can affect how one feels;
4. appreciate their importance to school, family, and peers;
5. know that their behavior does have consequences;
6. appreciate each person's need for time with others and time alone;
7. identify and be sensitive to outward expressions of inner feelings;
8. discuss the different ways people express their feelings.

Grade 3

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of third grade, students will

1. identify situations in which they might feel glad, mad, sad, or scared;
2. describe how a person's behavior can be helpful or harmful in various situations;
3. identify ways in which physical health affects emotions;
4. define stress and cite examples of positive and negative stressors;
5. identify positive ways of dealing with stress;
6. List behaviors that contribute to and support group membership;
7. identify the factors that enhance or detract from a positive self-image;
8. discuss the similarities of personal loss related to separation by death, separation by divorce, and separation when people move away.

Grade 4

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of fourth grade, students will

1. demonstrate respect for others' feelings, rights, and property;
2. analyze how a person's self-esteem can be influenced by the actions of others;
3. analyze how one's self-image is influenced by one's own strengths, weaknesses, and accomplishments;
4. discuss the importance of satisfying physical and psychological needs;
5. use communication skills effectively to promote better interpersonal relations;
6. recognize the impact that emotions have on decision making;

7. explain the interrelationship between personal health habits and self-esteem.

Grade 5

Recommended Minimum Time Allocation: thirteen 50-minute periods/year

By the end of fifth grade, students will

1. effectively contribute to positive group decision making;
2. explain the impact of peer influence on behavior;
3. identify and develop effective coping skills;
4. demonstrate interpersonal behaviors which can help people feel comfortable with one another;
5. appreciate that basic emotional needs are the same throughout the life cycle;
6. assess their own attitudes about risk taking;
7. understand some of the factors that motivate their own behavior and that of others;
8. value their personal qualities;
9. differentiate between self-love and selfishness.

Grade 6

Recommended Minimum Time Allocation: fifteen 50-minute periods/year

By the end of sixth grade, students will

1. use a variety of techniques to help them feel good about themselves and to help others feel good about themselves;
2. recognize that common feelings which are expressed or repressed may influence mental health;
3. identify situations that are stress producing;
4. demonstrate the use of decision-making strategies which take into account alternatives, consequences, and optional solutions;
5. analyze how behavior is affected by self-image, values, peers, knowledge, prejudice, ethnic origin, goals, strengths, and weaknesses;
6. explore the value of seeking help for and giving others help with problems and concerns;
7. identify the roles significant people in an individual's life play in providing an emotional and social support system;
8. demonstrate fairness.

Grades 7-8-9, Junior High

Recommended Minimum Time Allocation: twelve 50-minute periods/semester

By the end of ninth grade, students will

1. analyze the interrelationships among physical, mental, emotional, and social well-being;
2. demonstrate the ability to set realistic personal goals;
3. consider possible causes and signs of suicide and discuss preventive measures and intervention resources;
4. describe common psychological defense mechanisms;
5. discuss the importance of each individual's setting standards based upon positive emotional-health values;
6. identify those positive personality traits which they desire for themselves and/or observe in others;
7. identify stress management techniques;
8. recognize stages of grief and demonstrate awareness of skills which help people cope with loss;
9. explain known causes of, symptoms of, and ways to prevent eating disorders such as anorexia nervosa and bulimia.

Grades 10-11-12, Senior High

Recommended Minimum Time Allocation: eight 50-minute periods/semester

By the end of 12th grade, students will

1. demonstrate the effective communication skills necessary for positive interpersonal relationships;
2. analyze how a satisfying career can contribute to positive interpersonal relationships;
3. explain the relationship of personal strengths and weaknesses to the selection of a satisfying career;
4. formulate a personal plan to maintain their own mental health and to help others stay mentally healthy;
5. demonstrate stress management skills;
6. identify signs of common emotional health problems and list intervention strategies and resources;
7. know about a variety of career choices and occupational opportunities available in the mental and emotional health field.

Grade 1 – Mental and Emotional Health

Specific Topical Key: Self-concept

Approximate Time: 50 minutes

Objective

The students will recognize positive qualities in themselves and others.

Activities

Read the story *The Little Rabbit Who Wanted Red Wings* by Carolyn Sherwin Bailey to your class or, if you prefer, show them the filmstrip that is available.

Afterwards, discuss the book and ask children to fill out the answer sheets.

Script

Do you remember the story of *The Little Rabbit Who Wanted Red Wings*? He always wanted to be anything but what he was. He found out that the best thing to be was himself—a rabbit! There was only one rabbit like him and he decided to be the best he could be. Your job is to be the best that you can be. Just think, there is only one person like you in the whole world. Isn't that great? Now, the little rabbit would like to know more about that special you. Please fill out your answer sheet for him.

Answer Sheet

- 1) My first name is _____.
- 2) My last name is _____.
- 3) I am _____ years old.
- 4) I am in _____ grade.
- 5) (Really think about this before you write your answer down.) I am special because

_____.
- 6) Draw a picture of "that special me."

Teacher Note: This can lead to a discussion about positive qualities others display.

Resources Needed: The book and/or filmstrip entitled *The Little Rabbit Who Wanted Red Wings*.

Evaluation Focus

☐ Knowledge

☒ Attitude

☐ Problem Solving

Teacher's Notes (Things to change)

Grade 5 – Mental and Emotional Health

Specific Topical Key: Peer Pressure

Approximate Time: 50 minutes

Objective

The students will explain the impact of peer influence on behavior.

Activities

Ask for six volunteers from your class to perform the peanut gallery. Give each one of the role descriptions listed below.

Role Descriptions

- #1. Eat peanuts slowly and try to get everyone else to enjoy the peanuts.
- #2. You will be offered peanuts by #1 and even though you will say they are not good for you, you will accept. Take your time eating them. Then help convince others to enjoy them.
- #3. Others will try to persuade you to eat the peanuts. Resist their claims. Wait a while, then give in.
- #4. Others will try to persuade you to eat the peanuts. Resist their claims. Wait a while, then give in.
- #5. The others will try to pressure you. No matter what, do not take any peanuts.
- #6. No matter what, do not take any peanuts.

Give character #1 the peanuts and let the activity progress. The activity should conclude after #3 and #4 have joined characters #1 and #2 in eating peanuts.

Discussion Questions

- 1) How did you feel about being pressured to do something when you kept saying "No, I won't!"? (#5/6)
- 2) How did you feel when you resisted? (#3/4)
- 3) How did you feel when you gave in? (#3/4)
- 4) How did you feel when #2 gave in and started pressuring you? (#3/4)
- 5) How did you feel about pressuring the others? Was it easier when #2 joined you? (#1)
- 6) How did you feel while watching the participants? (class)
- 7) Why do people pressure others into making decisions? (class)
- 8) What can you do to resist peer pressure to make decisions that you don't want to make? (class)

Source: *Here's Looking at You, Two*, Comprehensive Health Education Foundation, Seattle, WA

Resources Needed: Peanuts, role descriptions

Evaluation Focus

☐ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)



Junior High – Mental and Emotional Health

Specific Topical Key: Self-concept

Approximate Time: 50 minutes

Objective

The students will identify those positive personality traits which they desire for themselves and/or observe in others.

Activities

The teacher leads a discussion about qualities students admire most in their classmates and desire for themselves. Following the discussion, the class forms a circle (including the teacher) and remains standing. Each student is given a 3" by 5" note card. Each student, along with the teacher, prints his or her name across the middle of the card, and holds the card face down. The teacher says, "Pass your card to the right and take one from the left." This is repeated several times so that the cards are randomly distributed. When the teacher says "Stop," each student turns over the card he/she holds and writes several honest, positive comments about the person whose name appears on the card.

This process continues until the cards are full of positive comments. If the students receive their own cards or ones they have already had, they should exchange with someone else. Finally, each card is returned to the person whose name is on it.

Each student looks at his or her own card and circles what each considers his or her two best qualities. Each student may wish to share his or her card with a boy and a girl in the class.

Teacher Note: Tell the students to keep their cards in their notebooks so they can refer to the cards when they need an emotional lift.

Evaluation Focus

☐ Knowledge

☒ Attitude

☐ Problem Solving

Teacher's Notes (Things to change)

Senior High – Mental and Emotional Health

Specific Topical Key: Communication

Approximate Time: 50 minutes

Objective

The students will demonstrate the effective communications skills necessary for positive interpersonal relationships.

Activities

Students and teacher sit in one large circle. The students are asked to answer in turn a set of general-interest questions as an introductory activity. Then, when each has spoken, the teacher asks various persons at random to repeat what another in the circle has said. This activity can be used to spark discussion as to which persons are the most skillful listeners and the importance of both listening and speaking for effective communication.

The students are then taught the basic concepts of reflective listening, learning first to accurately restate what another has said and then to reflect on and express the underlying feelings.

Then students can practice listening and making reflective responses in pairs or small groups.

Evaluation Focus

☒ Knowledge

☐ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Nutrition 9

Focus
Student Objectives
Sample Lessons



Topics

Instructional units may be developed for these and other topics related to nutrition: food choices, elements in food that contribute to good nutrition, factors influencing choices, individual nutritional requirements, food groups and nutrients, food sources, diet and weight control, effects of nutrition on growth and activity, consumer protection, positive eating plans.

Rationale

Food habits which help build and protect good health are not acquired naturally; they must be learned.

Several recent studies of nutritional status and food consumption suggest that many Americans are not making well-informed choices. Young children, teenagers, pregnant women, and the elderly are most vulnerable to the effects of an inadequate diet. According to estimates, 15 million Americans are sufficiently overweight to impair their health.

Food habits which help build and protect good health are not acquired naturally; they must be learned. It is important for students to be provided with nutrition knowledge and training during their early school years.

Life Goals

The individual

- eats a daily diet that provides adequate nutrients for the maintenance of health;
- selects a wide range of foodstuffs;
- balances calorie intake with energy needs.

Student Objectives

See also Consumer Health, Personal Health, Prevention and Control of Disease

Kindergarten

Recommended Minimum Time Allocation: eighteen 15-minute periods/year

By the end of kindergarten, students will

1. recognize the importance of eating breakfast;
2. identify nutritious snacks;
3. prepare a simple snack or meal;
4. discriminate between food and nonfood items;
5. recognize factors used in advertisements to sell food products.

Grade 1

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of first grade, students will

1. identify sensory characteristics of foods;
2. classify plant and animal sources of food;
3. identify food in different forms;
4. trace a food from origin to table;
5. demonstrate good mealtime manners;
6. recognize the importance of eating a variety of foods from several food groups.

Grade 2

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of second grade, students will

1. indicate that people need food from a variety of sources for energy, growth, maintenance, and repair;
2. describe ways the body uses and stores energy;
3. evaluate their own diets to identify reasons for food choices;
4. describe factors that promote dental caries;
5. identify sources of sugar in the diet;
6. recognize significance of order of ingredients on food labels;
7. compare varying amounts of nutrients and energy needed throughout the life cycle.

Grade 3

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of third grade, students will

1. describe how family, friends, and peers influence food choices;
2. give examples of how sensory qualities of food affect food choices;
3. identify how emotions influence eating behavior;
4. state that food supplies nutrients needed for growth, repair, and maintenance of cells;
5. know that energy from the sun is converted to food energy by plants;
6. identify the energy needs of persons involved in various activities;
7. construct a food chain when given food sources.

Grade 4

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of fourth grade, students will

1. define “nutrient”;
2. identify the major classes of nutrients and their functions;
3. define “calorie”;
4. discuss factors such as age, body size, activity level, and physical condition that affect basic nutrient and energy requirements;
5. recognize and practice positive activities aimed at maintaining their ideal weight;
6. identify reliable sources of food and nutrition information.

Grade 5

Recommended Minimum Time Allocation: ten 50-minute periods/year

By the end of fifth grade, students will

1. identify major sources of key nutrients;
2. classify foods into groups based on their major nutrient contributions to the diet;
3. identify portion sizes and number of servings suggested within each food group to meet Recommended Dietary Allowances;
4. suggest methods to identify the amounts of sugars, sodium, and fats consumed;
5. recognize relationships between diet and blood pressure;
6. recognize the sources and importance of fiber;
7. appreciate the importance and social value of eating with others;
8. evaluate sample menus in terms of food groups, nutrients, and calories.

Grade 6

Recommended Minimum Time Allocation: ten 50-minute periods/year

By the end of sixth grade, students will

1. compare nutrient density of foods;
2. assess the nutritional components of their diets;
3. discuss ways to prevent deficiencies or excesses of key nutrients;
4. give examples of how economics influence food prices, availability, and promotional strategies;
5. recognize the relationships between diet and the body systems;
6. plan a day's diet that contains amounts of key nutrients required within their energy needs.

Grades 7-8-9, Junior High

Recommended Minimum Time Allocation: five 50-minute periods/semester

By the end of ninth grade, students will

1. assess the health impact of a variety of diets;
2. develop a positive eating plan that takes into account sugar, sodium, fat, other nutrients, and fiber content;
3. identify factors affecting basic nutrient and energy requirements and compute caloric needs for various activities, lifestyles, and states of health;
4. know about a variety of career choices and occupational opportunities available in the area of nutrition and health.

Grades 10-11-12, Senior High

Recommended Minimum Time Allocation: five 50-minute periods/semester

By the end of 12th grade, students will

1. construct within a specified budget, a weekly diet using locally available foods;
2. evaluate a diet by identifying sugar, sodium, fat, other nutrients, and fiber content;
3. compare the nutritional value and effects on health of food supplements and additives.

Kindergarten – Nutrition

Specific Topical Key: Breakfast

Approximate Time: 90 minutes

Objectives

The students will state the importance of eating breakfast.

The students will realize that, like all fuel, food is used up by the body and must be constantly supplied.

Activities

For the first part of this activity, have students sit in a large circle on the floor. You should sit in the circle with them.

Wind up a small plastic or metal toy loosely (a few cranks) and before placing it near the middle of the circle for all to see, tell your students to carefully observe what happens to it. When the toy stops, ask the students what happened. Ask them what you could do to make it move again. Then wind up the toy and set it in motion, *but* catch it before it completely runs down. Quickly rewind the toy to keep it in continuous motion.

Tell the students that their bodies are something like the toy, in that their bodies can work for hours, but eventually they run down and must be “wound up” again. Ask the students how bodies get wound up. State that *food*, eaten at different times of the day, keeps our energy levels high and our bodies wound up so that we can work and play without having to stop.

Ask students when they eat during the day. Have them name the three main meals of the day—breakfast, lunch, and supper.

Ask students why eating just once a day won’t last us all day long. (The body needs to be refueled or wound up every few hours to keep going strong.)

Ask students how they might know when they are starting to run out of energy. They feel hungry. They get tired, their stomachs rumble, and so on.

Now stress that there is a *long* time between supper and breakfast. Emphasize that, like the toy which they saw run down, their bodies run out of energy overnight and need to be refueled, or wound up, at breakfast.

Pass out paper and crayons. Have each child draw a picture of his or her favorite nutritious breakfast. Have them include foods they eat and drink. After they are finished drawing, ask students to share their pictures with each other. While sitting in a circle, the students can take turns holding up their drawings and presenting the following information: a) breakfast food choices on the drawing, b) who usually makes their breakfasts at home, and c) whether or not they eat breakfast every morning.

Make a bulletin board display of the breakfast drawings.

Resources Needed: Small plastic or metal wind-up toy

Evaluation Focus

☒ Knowledge

☒ Attitude

☐ Problem Solving

Teacher's Notes (Things to change)

Grade 4 – Nutrition

Specific Topical Key: Energy Balance

Approximate Time: 100 minutes

Objectives

The students will discuss factors such as age, body size, activity level, and physical condition that affect basic nutrient and energy requirements.

The students will recognize that the amount of food energy a person takes in should match the amount of energy expended.

Activities

Begin by asking your students if they know about how much food they need to eat on a daily basis. Tell them that energy is derived from the food people eat and that people burn up energy all day long. Mention that the amount of energy everyone gets from the foods they eat should approximately equal the amount of energy used up in their daily activities.

Explain to students that they should know roughly about how much energy (calories) they need to get from their food. There are official government estimates of how many calories people need each day; these are called Recommended Dietary Allowances (RDA).

Pass out copies of "Recommended Dietary Allowances." Instruct students to use the chart to find out how many calories they need in a day. Have students compare their energy requirements.

Stress that the figures on the energy requirement chart are averages; *everybody is different!* The information on the handout is a general guideline, not an absolute rule. Mention to the class that there are a number of factors affecting the energy requirements of different people—age, body size, activity level, and physiological state (that is, growth, pregnancy, and so on).

Explain to the students that they are now going to get an idea of the calorie content, or energy value, of some of their favorite foods. Distribute copies of the handout "Edible Energy" chart and discuss the caloric values of: a) skim milk versus chocolate milkshake, b) french fries versus mashed potatoes, c) white bread versus white toast, d) plain popcorn versus potato chips.

Hand out copies of the "Expendable Energy" chart and discuss the relationship of caloric intake to energy expended in a variety of physical activities.

Distribute copies of the "C-Saw" worksheet. Go over the directions aloud and give students 15 minutes to complete the sheet. Discuss completed sheets during class or have them submitted to you for comments.

Resources Needed: Attached handouts (4)

Evaluation Focus

☒ Knowledge




☐ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Grade 4 – Nutrition/Handout

Recommended Dietary Allowances

	AGE	WEIGHT (Pounds)	HEIGHT (Inches)	ENERGY (Calories)
CHILDREN 	1 - 3	28	34	1300
	4 - 6	44	44	1700
	7 - 10	66	54	2400
MALES 	11 - 14	97	63	2700
	15 - 18	134	69	2800
	19 - 22	147	69	2900
	23 - 50	154	69	2700
	51 +	154	69	2400
FEMALES 	11 - 14	97	62	2200
	15 - 18	119	65	2100
	19 - 22	128	65	2100
	23 - 50	128	65	2000
	51 +	128	65	1800

Grade 4 – Nutrition/Handout

Edible Energy

Milk Group	<u>AMOUNT</u>	<u>CALORIES</u>
American Cheese	1 oz.	106
Chocolate Milkshake	1 $\frac{1}{3}$ cups	356
Ice Cream	$\frac{1}{2}$ cup	135
Skim Milk	1 cup	86
Strawberry Yogurt	1 cup	225
Whole Milk	1 cup	150
Meat Group		
Beef Roast	3 oz.	182
Fried Chicken	3 oz.	201
Fried Egg	large	83
Hamburger	3 oz.	186
Peanut Butter	2 Tbsp.	186
Tuna Fish	3 oz.	180
Fruit-Vegetable Group		
Apple	medium	80
Banana	medium	101
Corn	$\frac{1}{2}$ cup	70
French Fries	20	233
Green Beans	$\frac{1}{2}$ cup	16
Mashed Potatoes	$\frac{1}{2}$ cup	63
Orange Juice	$\frac{1}{2}$ cup	56
Tossed Salad	$\frac{3}{4}$ cup	13
Grain Group		
Cornflakes	$\frac{3}{4}$ cup	72
Hamburger Roll	one	119
White Bread	slice	61
White Toast	slice	61
Whole Wheat Bread	slice	55
Combination Foods		
Beef Taco	one	216
Cheese Pizza	$\frac{1}{4}$ o ^o 14"	354
Others		
Butter	1 tsp.	36
French Dressing	1 Tbsp.	66
Milk Chocolate Bar	1 oz.	147
Plain Popcorn	1 cup	23
Potato Chips	10	114
Soft Drink (Cola)	1 $\frac{1}{2}$ cups	150

Grade 4 – Nutrition/Handout

Expendable Energy



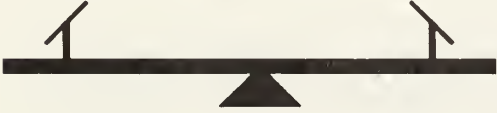







ACTIVITY	ENERGY USED PER HOUR
Quiet Things: Watching TV, eating, reading, playing cards.	80 - 100 Calories
Light Activities: Walking slowly, practicing a musical instrument, doing dishes.	110 - 160 Calories
Medium Things: Cleaning up your room (really cleaning it!), walking pretty fast, household chores, bowling, ping-pong	170 - 240 Calories
Active Things: Bike riding, tennis, hiking, jogging, hockey, soccer, swimming	250 - 350 Calories

Grade 4 – Nutrition/Handout

C-Saw: The Balancing Act You Perform!

C = calorie

Directions. Balance the activity on the left side of each C-Saw with an appropriate snack choice (see lists below). Write your snack choice on the right side of the C-Saw. You should use your two handouts – Edible Energy and Expendable Energy.

<p>HIKING "C-Saw"</p> 	<p>SOCCER "C-Saw"</p> 
<p>WALKING "C-Saw"</p> 	<p>WATCHING TV "C-Saw"</p> 
<p>TENNIS "C-Saw"</p> 	<p>PLAYING CARDS "C-Saw"</p> 
<p>READING "C-Saw"</p> 	<p>HOCKEY "C-Saw"</p> 
<p>JOGGING "C-Saw"</p> 	<p>SWIMMING "C-Saw"</p> 
<p>HIGH-CALORIE, HIGH-NUTRIENT SNACKS</p> <ul style="list-style-type: none"> Cheese and crackers Peanuts Raisins Sunflower seeds Pumpkin seeds Milkshake 	<p>LOW-CALORIE, HIGH-NUTRIENT SNACKS</p> <ul style="list-style-type: none"> Apple Banana Orange Strawberries Fruit juice Carrot sticks Plain popcorn

Junior High – Nutrition

Specific Topical Key: Personal Eating Plan

Approximate Time: 100 minutes (ongoing)

Objectives

Students will develop a positive eating plan that takes into account sugar, sodium, fat, other nutrients, and fiber content.

- Students will use information on food labels to compare the ingredients and nutritional value of high-sugar and unenriched grain products.
- Students will suggest ways to substitute more nutritious foods for high-sugar and unenriched grain products in their diets.

Activities

Collect front and back labels, complete wrappers, or boxes or containers from “sugar” products—candies, jams, jellies, flavored gelatins, toppings, syrups. Also collect them from unenriched grain products like bagels, buns, some macaroni-type foods, and any other grain products with labels that say “unenriched” or that don’t specifically say “enriched” if whole-grain flour is missing. Mount or staple them on sheets of paper so that backs and fronts do not get separated and so they are easy to store. Students may wish to help collection and mounting.

Pass the label sheets around in class. Ask students to look at all the labels and identify similarities among products. They should find that

- 1) carbohydrate—starch or sugar—is a major ingredient (energy source) in all;
- 2) all contain few or no minerals, vitamins, protein;
- 3) the number of calories per serving is relatively large, especially for sugar products;
- 4) for those with “pull date” information, expected shelf life is long.

Note: If labels list only the ingredients, this gives students less information. They may only be able to deduce that sugar or starch is the main ingredient in the products selected. Thus, it would be more educational to include as many labels with nutrition information as possible.

Discuss positive and negative aspects of these foods. Some of them are listed below.

Positive

Sugar makes food taste good.

Carmel (sugar) adds texture and color to bakery products.

Sugars help thicken, firm, or preserve foods.

Unenriched products may cost less.

Negative

Sugars offer little nutritionally except calories.

Sugars and unenriched grain products replace other foods that do contain minerals, vitamins, and protein.

Sugars add calories without bulk or fiber.

Sugar's extra calories can cause weight gain.

Sugar is major contributing factor to dental caries (cavities).

Ask students to suggest ways to substitute other more nutritious foods in their diets. Below are some suggestions.

- Always check the labels for "enriched" grain products.
- Use fresh fruit or low-sugar preserves.
- Eat fresh or roasted nuts rather than candy.
- Make sundaes with fresh fruit instead of prepared toppings.
- Use more whole-grain products, which do not need enrichment.
- At the bakery, ask if products are enriched.

Resources Needed: Labels and wrappers

Evaluation Focus

☒ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Senior High – Nutrition

Specific Topical Key: Diet Evaluation

Approximate Time: 50 minutes

Objective

The student will evaluate a diet by identifying sugar, sodium, fat (saturated and unsaturated), other nutrients, and fiber content.

Activities

Students are to plan and implement a series of cafeteria meals focusing on fiber, sodium, sugar and/or fat content.

Arrange with school food services to have a series of “Health Day Meals” (perhaps one per month), with themes like Cut Down on Sugar, Meals with Less Fat, Why Add Salt, Fiber for Health. Divide class into small groups. Each month one group should help plan a meal with the food service staff and prepare a brief one-page announcement of the meal and nutrition theme, explaining the benefits of each food available. Groups should build up interest in the meal through PA announcements, posters, table tents in the cafeteria, and so on.

Evaluation Focus

☒ Knowledge

☒ Attitude

☒ Problem Solving

Teacher’s Notes (Things to change)

Focus
Student Objectives
Sample Lessons



Topics

Instructional units may be developed for these and other topics related to personal health: physical fitness and lifetime activities, cardiovascular health, sleep, rest, relaxation, recreation, growth and development, oral health, vision and hearing, body systems and their functions, aging, personal wellness plans, positive health habits and choices.

Rationale

The realization that each person is largely responsible for the status of his/her own health is a significant step in achieving and maintaining fitness and total well-being.

The state of a person's health is invariably the result of the interplay among three major factors: environment, heredity, and personal lifestyle. Of these, it is through lifestyle—habits and behaviors—that a person directly influences the state of his or her own health.

Mortality data indicate the importance of lifestyle. Of the ten leading causes of death in the United States, at least seven could be reduced substantially if persons at risk changed their health behavior. The realization that each person is largely responsible for the status of his or her own health is a significant step in achieving and maintaining fitness and total well-being.

Life Goals

The individual

- adheres to a health promotion/wellness-oriented lifestyle;
- pursues leisure-time activities that promote physical fitness and relieve stress and emotional tension;
- follows health care practices that prevent illness and maintain health.

Student Objectives

See also Mental and Emotional Health, Family Life Education

Kindergarten

Recommended Minimum Time Allocation: eighteen 15-minute periods/year

By the end of kindergarten, students will

1. describe factors which promote health, growth, and good feelings about self;
2. demonstrate a willingness to balance regular, vigorous activities with rest and relaxation;
3. begin assuming responsibility for personal grooming and cleanliness habits;
4. demonstrate ways to care for teeth, including brushing and flossing;
5. demonstrate healthful sitting and standing postures;
6. know that living organisms come from other living organisms.

Grade 1

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of first grade, students will

1. demonstrate knowledge of activities which help promote personal cleanliness, improve appearance, and reduce transmission of disease;
2. recognize the relationship between physical activity and muscular development;
3. know the function of the heart;
4. give personal examples that illustrate the relationship between physical and mental health;
5. identify types, functions, and care of teeth;
6. be able to recognize when they are tired or fatigued and identify ways to rest and relax;
7. recognize that the brain directs all activities of the body;
8. identify the human senses.

Grade 2

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of second grade, students will

1. cite examples of the ways individuals grow physically, socially, emotionally, and mentally;
2. discover that decision making is involved in choosing and assessing personal health practices;
3. identify, locate, and describe the major organs in the human body;
4. value physical well-being by practicing fitness behaviors which contribute to health;
5. recognize that the heart is a muscle that is strengthened by exercise;
6. recognize the need for rest and quiet activities;
7. demonstrate health and safety practices for each of the human senses.

Grade 3

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of third grade, students will

1. demonstrate the ability to make positive health and lifestyle decisions;
2. explain how health affects performance;
3. tell how good posture affects the body and self-image;
4. recognize the need to rest the muscles;
5. illustrate how emotions are revealed through physical actions;
6. cite ways to build physical activities into daily routine;
7. name and identify the main parts of the sense organs and their functions;
8. appreciate the contributions of the sense organs to safety, learning, and play;
9. describe the general structure and function of the body systems;
10. demonstrate good dental habits, including a review of correct brushing and flossing techniques;
11. recognize and accept individual differences, including personal handicapping conditions.

Grade 4

Recommended Minimum Time Allocation: eighteen 25-minute periods/year

By the end of fourth grade, students will

1. recognize that total health is both a condition and a process;
2. investigate how individuals can utilize work, rest, sleep, exercise, good posture, play, and nutrition to promote well-being;
3. develop plans for rewarding themselves for positive health behaviors;
4. recognize the need to set priorities for personal health activities;
5. accept that each individual has a unique rate of growth and development;
6. define and identify inherited characteristics;
7. describe the basic mechanics of the circulatory system.

Grade 5

Recommended Minimum Time Allocation: thirteen 50-minute periods/year

By the end of fifth grade, students will

1. recognize the effects personal health practices have on social, mental, emotional, and physical well-being;

2. investigate functions of the body systems and identify major organs in each system;
3. describe ways in which the body systems are interdependent;
4. appreciate the effects of diet and exercise on body composition;
5. identify benefits of both aerobic and anaerobic exercise;
6. identify characteristics of puberty and the effects of these changes on physical, emotional, and social development.

Grade 6

Recommended Minimum Time Allocation: twelve 50-minute periods/year

By the end of sixth grade, students will

1. recognize that healthy lifestyles have several components, such as personal responsibility, stress management, nutrition, physical fitness, and environmental sensitivity;
2. describe the basic structure and function of a cell;
3. show they know the benefits of meeting individual needs for rest and sleep;
4. appreciate the effect of grooming on interpersonal relationships;
5. recognize the importance of establishing an ongoing and effective exercise plan which meets personal requirements and accommodates limitations.

Grades 7-8-9, Junior High

Recommended Minimum Time Allocation: ten 50-minute periods/semester

By the end of ninth grade, students will

1. describe health care practices during adolescence that may follow from various individual decisions;
2. recognize the impact health habits have on stress levels;
3. demonstrate appropriate stress management techniques;
4. analyze fad behavior as a force affecting health decisions;
5. describe some common causes of skin problems and suggest procedures for good skin care;
6. interpret the results of a credible health hazard appraisal (wellness inventory) in behavioral terms.

Grades 10-11-12, Senior High

Recommended Minimum Time Allocation: nine 50-minute periods/semester

By the end of 12th grade, students will

1. recognize that there is an interrelationship among physical, mental, emotional, and social factors which determines levels of well-being;

2. design and implement a personal health plan adaptable to changing lifelong needs;
3. recognize social forces and norms that exert positive or negative influences on health practices, including fitness and diet;
4. apply principles of energy balance to the planning of a diet and activity pattern which will result in healthy body weight and composition;
5. appreciate and demonstrate the impact significant people have on the health lifestyles of others;
6. know about a wide variety of career choices and occupational opportunities available in personal health promotion and fitness.

Specific Topical Key: Dental Health

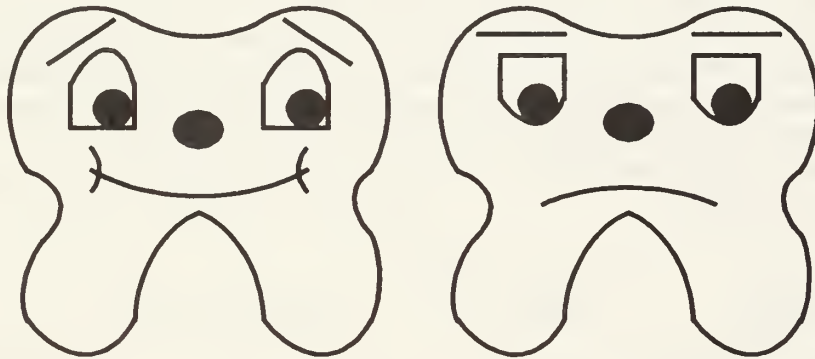
Approximate Time: 25 minutes

Objective

The students will identify types, functions, and care of teeth.

Activities

Construct the bulletin board described below. Label it “What Makes Your Teeth Happy or Sad?”



Cut out two big teeth, one happy and one sad. Have children cut pictures out of magazines that make teeth happy or sad and paste on the teeth. For example, apples and toothbrush go on the happy tooth, and candy and soda go on the sad tooth. Students may also *draw* pictures and paste them on the teeth.

Also, have the children make tooth puppets and present plays. One puppet is happy and one is sad. What should the teeth say? Why are they happy or sad? (Two-people play: one happy and one sad.)

Evaluation Focus

☒ Knowledge

☒ Attitude

☐ Problem Solving

Teacher's Notes (Things to change)



Grade 4 – Personal Health

Specific Topical Key: Family Tree of Heights

Approximate Time: 25 minutes

Objectives:

The students will define and identify inherited characteristics.

Activities

Students will construct a family “height” tree, with spaces for names and heights of blood relatives, present and previous generations where possible. Students are responsible for obtaining accurate measurements of the heights of all available family members.

When trees are completed, students will return the results to class for a discussion of inherited characteristics, and what personal predictions they can make based on their families’ inherited characteristics. The discussion should cover the effects of inherited characteristics on personal health.

This activity could be expanded to include other inherited characteristics such as eye color, hair type, and so on.

Evaluation Focus

☒ Knowledge

☐ Attitude

☒ Problem Solving

Teacher’s Notes (Things to change)

Junior High – Personal Health

Specific Topical Key: Stress Management

Approximate Time: 50 minutes

Objectives

The students will demonstrate appropriate stress management techniques.

Activities

Students place temperature strips or biofeedback devices on their hands. After an explanation of how stress affects the temperature of the hand, students are exposed to a variety of stressors, for example, giving a short speech, hearing a startling noise or high-volume music, and note the effects on their temperatures. For contrast, students then participate in a relaxation exercise, which might be listening to measured, soft music, visualization, or a deep-breathing activity. Again, students observe the effect upon their temperatures. A discussion can help to generalize these observations to the effects of everyday situations which may be stressful.

Resources Needed: Temperature strips or biofeedback cards

Evaluation Focus

☒ Knowledge

☐ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Senior High – Personal Health

Specific Topical Key: Personal Wellness Contract

Approximate Time: 50 minutes

Objectives

The students will design and implement a personal health plan adaptable to changing lifelong needs.

Activities

Pair two students who are each interested in changing a health behavior and in helping one another with the process.

Ask each person to specify what he or she wants from the contract, and what each will do to get it. A sharing of ideas, fairness, and mutual compromise are needed to accomplish this task.

Include in the contract a set of consequences for compliance and noncompliance. Compliance should result in a reward. Failure to comply with the contract can be followed by a penalty, though punishments should be avoided.

Formalize the agreement by putting it in writing and having each party sign it.

Below are rules to follow for contract development.

- Goals should be realistic and short term.
- When goals are met, students should be rewarded immediately.
- Rewards should be given after positive behavior change occurs.
- Contract terms must be clear, fair, and positive.
- Contract must be consistent and not renegotiated until an agreed-upon time by both parties.

Evaluation Focus

☐ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Senior High – Personal Health/ Personal Wellness Contract Being My Own Best Friend

Student Goal. I plan to take responsibility for enhancing my personal wellness this semester by making the following changes:

To realistically accomplish my goal, I commit myself to taking the following steps.

Date to be completed

Step 1

Step 2

Step 3

Step 4

Step 5

I realize that it's easy to fool myself and put things off; therefore, I need to keep the following "cop-outs" in mind.

I feel my classmates would see this change in me as:

Upon reaching my goal, I plan to reward myself by:

(signature of student)

Witness: I agree to meet with _____
on _____, 19____ to evaluate the completion of this contract and/or to
discuss problems encountered and renegotiate if necessary.

(signature of witness)

Prevention and Control of Disease

11

Focus
Student Objectives
Sample Lessons



Topics

Instructional units may be developed for these and other topics related to prevention and control of disease: causes of disease, preventive measures, chronic disease, degenerative disease, communicable disease, immunization, personal health practices, community efforts, personal responsibility, career opportunities.

Rationale

Everyone from birth onward is sometimes exposed to disease or at risk for developing a health problem. Factors such as heredity, socioeconomic background, prenatal exposure, environment, and behavior influence each person's degree of risk for developing particular diseases. Also, two or more risk factors may interact, reinforcing and multiplying their effects.

Medical advances have dramatically decreased the mortality rate due to major infections, but there has been a 250-percent increase in the number of fatalities caused by major chronic diseases. There is increasing evidence that the roots of these adult chronic diseases, for example, heart disease, stroke, diabetes, cancer, may be found in early life.

Eating patterns, exercise habits, and exposure to cancer-causing substances can all increase the individual's potential for developing disease in later life. Yet changes in personal behavior are difficult to attain when health benefits are not visible in the short term. Students should learn to protect themselves and others from disease and should form health-enhancing habits.

Students should learn to protect themselves and others from disease and should form health-enhancing habits.

Life Goals

The individual

- adheres to a lifestyle that promotes well-being and minimizes exposure to known risk factors;
- maintains immunizations of self and family at recommended levels of effectiveness;
- takes preventive measures, such as going for health examinations at specified intervals.

See also *Community Health*, *Environmental Health*, *Consumer Health*, *Nutrition*.

Kindergarten

Recommended Minimum Time Allocation: six 15-minute periods/year

By the end of kindergarten, students will

1. compare how people look and feel when well and ill;
2. suggest behaviors associated with feeling well and ill;
3. know proper clothing to wear for various weather conditions and its relationship to prevention of disease;
4. know the value of good personal hygiene habits.

Grade 1

Recommended Minimum Time Allocation: six 15-minute periods/year

By the end of first grade, students will

1. express the idea that each person is well most of the time;
2. describe and appreciate what it feels like to be well;
3. discuss the relationship between germs and disease;
4. suggest ways to prevent illness;
5. recognize and appreciate medical personnel and the purpose of medicine;
6. recognize public health efforts aimed at prevention and control of disease.

Grade 2

Recommended Minimum Time Allocation: six 15-minute periods/year

By the end of second grade, students will

1. suggest and demonstrate behaviors which help prevent disease and encourage well-being;
2. appreciate and value behaviors which will help prevent disease, such as exercising, eating properly, getting enough rest, and maintaining personal hygiene;
3. describe how germs cause illness;
4. explain how communicable diseases spread;
5. recognize the value of immunization as a personal protection and a community benefit.

Grade 3

Recommended Minimum Time Allocation: six 15-minute periods/year

By the end of third grade, students will

1. evaluate their health behaviors in terms of health promotion and disease prevention;
2. distinguish between infectious and noninfectious disease;
3. describe disease symptoms and steps to take when these symptoms first appear;
4. identify habits that may increase risk of disease;
5. recognize the physical, emotional, and social characteristics of a healthy lifestyle.

Grade 4

Recommended Minimum Time Allocation: six 15-minute periods/year

By the end of fourth grade, students will

1. know and appreciate the relationship between personal behavior and health or illness;
2. describe how heredity and environment influence health status;
3. recognize that many diseases can be avoided, delayed, or minimized by use of positive health practices;
4. appreciate the importance of personal responsibility for avoiding and/or minimizing disease;
5. recognize the roles of parents, friends and health care professionals in enhancing health and preventing and treating disease.

Grade 5

Recommended Minimum Time Allocation: three 50-minute periods/year

By the end of fifth grade, students will

1. develop a personal plan for avoiding disease and enhancing health;
2. explain the process of communicable disease transmission;
3. describe personal and social factors that motivate their health behavior.

Grade 6

Recommended Minimum Time Allocation: three 50-minute periods/year

By the end of sixth grade, students will

1. evaluate their own health practices and describe the immediate consequences of positive and negative health behaviors;
2. explain the relationship between the human immune system and the disease process;
3. name the four major killers of Americans today.

Grades 7-8-9, Junior High

Recommended Minimum Time Allocation: three 50-minute periods/semester

By the end of ninth grade, students will

1. evaluate their past and present health practices and design positive changes for the future;
2. determine the hereditary, environmental, and lifestyle factors which place them at risk for disease and/or enhance their health;
3. identify sources, symptoms, and treatments of sexually transmitted diseases.

Grades 10-11-12, Senior High

Recommended Minimum Time Allocation: four 50-minute periods/semester

By the end of 12th grade, students will

1. explain causes, symptoms, and ways to prevent infectious mononucleosis;
2. identify agencies that treat communicable diseases or chronic disorders and describe their referral procedures;
3. design a plan aimed at disease prevention and health promotion for themselves, their families, and the community;
4. know about a variety of career choices and occupational opportunities available in disease prevention and control.

Grade 2 – Prevention and Control of Disease

Specific Topical Key: Behaviors for Well-being

Approximate Time: Ongoing

Objective

The students will suggest and demonstrate behaviors which help prevent disease and encourage well-being.

Activities

Review and discuss healthy before-school routines, such as eating breakfast, washing face and hands, brushing teeth and making someone happy. Point out the reason for each routine, that is, how it helps prevent disease and encourage well-being. Pass out the worksheet entitled "A Healthy Routine Before School."

Explain the activity to the students. As the child does each activity each morning, the parents put a "happy face" in the appropriate box. If an activity is not done, then a sad face is put in the appropriate box. The parents sign the sheet each week. The sheet is passed out each Friday afternoon and returned to school the following Friday morning. The students receive a wellness or health certificate each time they return the sheet completed and signed by their parents.

This activity can be continued during the second semester with the "Healthy Routine After School" sheet.

Resources Needed: "Routine" worksheets and wellness certificates

Evaluation Focus

☒ Knowledge

☒ Attitude

☒ Problem Solving





Teacher's Notes (Things to change)

Grade 2 – Prevention and Control of Disease/Worksheet

A Healthy Routine before School

Name _____

Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
 Eat Breakfast					
 Brush Teeth					
 Wash Face & Hands					
 Make Someone Happy					

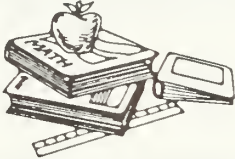




Parent's Signature _____

Grade 2 – Prevention and Control of Disease/Worksheet

A Healthy Routine after School

Name _____

Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
 <p>Did school work</p>					
 <p>Ate dinner</p>	<p>I HAD</p> <p>_____</p> <p>_____</p> <p>_____</p>				
 <p>Had fun with someone (Sharing is fun!)</p>					
 <p>Brushed teeth before bed</p>					
 <p>Went to bed</p>	<p>I WENT TO BED AT _____</p>				

Parent's Signature _____

Grade 6 – Prevention and Control of Disease

Specific Topical Key: Major Killers

Approximate Time: 50 minutes

Objective

The students will name the four major killers of Americans today.

Activities

Following a lecture on the four major killers of Americans—heart disease, cancer, stroke, and accidents—the students will create an advertising campaign with the theme “May the ‘Fours’ Not Be with You.”

The students can work in pairs to construct posters advertising the healthy behaviors that can help prevent the four major killers. Encourage the students to use the *Star Wars* theme to add drama and flair to their advertisements.

Resources Needed: Magazines, *Star Wars* memorabilia.

Evaluation Focus

☒ Knowledge

☒ Attitude

☒ Problem Solving

Teacher’s Notes (Things to change)

Junior High – Prevention and Control of Disease

Specific Topical Key: Lifestyle Assessment

Approximate Time: 50 minutes

Objective

The students will evaluate their past and present health practices and design positive changes for the future.

Activities

Using a lifestyle assessment tool provided by the teacher, students evaluate their current health practices in terms of the following: exercise, nutrition, weight control, tobacco, alcohol and other drugs, stress, and family history of disease.

Using the “Personal Wellness Planning” worksheet, students develop a personal health plan to implement positive changes for the future.

Source: *Health Education Risk Reduction*, Department of Health and Environmental Sciences

Resources Needed: Lifestyle assessments such as *Teen Health Risk Appraisal*

Evaluation Focus

☒ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

Junior High – Prevention and Control of Disease/Worksheet

Personal Wellness Planning

Where Do I Want to Go . . .

List some realistic goals in any dimension of personal wellness on the right side of the numbers.

_____	1.	_____
_____	2.	_____
_____	3.	_____
_____	4.	_____
_____	5.	_____
_____	6.	_____

What's Really Important . . .

Using the following four-point scale, give a value to each of your goals by writing the appropriate number in front of each.

- | | |
|----------------------------------|------------------------------------|
| 1. Of <i>little</i> importance | 3. Of <i>great</i> importance |
| 2. Of <i>moderate</i> importance | 4. Of <i>very great</i> importance |

What's Really Important to Me . . .

Using your list above, write your top *three* goals in order of importance to *you*. Number 1 is most important, and so on.

1.	_____
2.	_____
3.	_____

Making My Choice . . .

Select one of the top goals you would really like to begin to work on during the next two weeks. Write that goal in the box below. It should be clear enough so that when someone else sees it, he or she will understand what you have written.

My goal:

Junior High – Prevention and Control of Disease/Worksheet

Personal Wellness Planning

How Do I Get There . . .

Establish a plan for reaching your goal. Quickly think about the steps you must take and deadlines you must meet to reach your goal.

After you have organized your plan in your mind or on paper, share it with a friend or a member of your family. Ask the person to help you complete your plan, if that's possible. For example, you might ask the person to run with you or to plan a weekly menu.

This completes your wellness planning for this goal. You may wish to use the same process later for other goals to help you reach a higher level of health.

Senior High – Prevention and Control of Disease

Specific Topical Key: Health Promotion Outreach

Approximate Time: Ongoing

Objective

The students will design a plan aimed at disease prevention for themselves, their families, and the community.

Activities

Students and teacher are to plan a health promotion/disease prevention event, such as a walk, run, swim, cross-country ski race, or rope-jump to emphasize the importance of cardiovascular fitness. (**Note:** This is a long-range activity to be completed over a semester or more.)

In planning for the event, students and teacher should consider the following:

- a) obtaining administrative and school board support;
- b) planning an activity to raise money to cover expenses;
- c) contacting local volunteer and professional organizations, such as the American Heart Association, American Lung Association, and public health and community agencies, to assist;
- d) insuring local media coverage;
- e) securing student, staff, and community volunteers to help run the event.

Evaluation Focus

☐ Knowledge

☒ Attitude

☒ Problem Solving

Teacher's Notes (Things to change)

